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ABSTRACT

This report responds to a legislative mandate to examine the funding of the Statewide Nursing Program at the California State University, an external degree program of advanced training for practicing nurses. Included in the report are: (1) a brief history of the program; (2) the State University's rationale for offering it; (3) a description of the program's students, faculty, curriculum, instructional methods, and special features; (4) a discussion of the program's historical and current funding; and (5) findings based on the above information. The report concludes that, although such a non-traditional program is justified, because the Statewide Nursing Program has been under State support for only 2 years and complete information regarding its funding is not yet available, a definitive recommendation is premature regarding its appropriate level of funding, but current funding formulas for traditional campus-based programs are clearly not appropriate for it. Most of the document consists of seven appendixes which include official letters concerning the report, a listing of nursing program teaching sites, and other related documents. (DB)

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FUNDING FOR THE CALIFORNIA STATE UNIVERSITY'S STATEWIDE NURSING PROGRAM

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Summary

The 1988-89 Budget Act contained Supplemental Budget Language that directed the Commission to study the funding of the Statewide Nursing Program at the California State University -- an external degree program of advanced training for practicing nurses -- and to submit its report to the Legislature's fiscal committees by this October 1.

In response to this language, the Commission has prepared the following report, which includes (1) a brief history of the program; (2) the State University's rationale for offering it; (3) a description of the characteristics of the program's students, faculty, curriculum, instructional methods, and special features; (4) a discussion of the program's historical and current funding; (5) findings based on the above information; and (6) several general conclusions regarding future funding for the program.

The report concludes that because the Statewide Nursing Program has been under State support for only two years, and because complete information regarding its funding is not yet available, a definitive recommendation is premature regarding its appropriate level of funding, but that current funding formulas for traditional campus-based programs are clearly not appropriate for it. Because the Commission supports this nontraditional program, it proposes that as more information becomes available regarding the program's costs, the State University consult with the Department of Finance and the Office of the Legislative Analyst in order to develop an appropriate funding mechanism consistent with the program's philosophy.

The Commission adopted this report at its meeting on October 30, 1989, on recommendation of its Policy Evaluation Committee. Additional copies may be obtained from the Publications Office of the Commission at (916) 322-4991. Questions about the substance of the report may be directed to Murray J. Haberman of the Commission staff at (916) 322-8001.

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FUNDING FOR THE CALIFORNIA STATE UNIVERSITY'S STATEWIDE NUSING PROGRAM

A Report to the Legislature
in Response to Supplemental Language
to the 1988-89 Budget Act

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 89-28
PUBLISHED OCTOBER 1989

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Funding for the California State University's Statewide Nursing Program

Background for the report

The California State University's Statewide Nursing Program is an off-campus program operated by the Dominguez Hills campus through which licensed registered nurses can earn Bachelor of Science and Master of Science degrees in Nursing.

A year ago, the Legislature debated appropriate funding levels for the program, but because of confusion regarding the program's "real" costs, it adopted Supplemental Budget Language stating that its intention "that funding for the Statewide Nursing Program be reevaluated by the California Postsecondary Education Commission for the 1990-91 budget, based on enrollment levels and the unique character of this statewide off-campus program that serves adult learners. The Commission shall submit its report to the Legislative fiscal committees by October 1, 1989."

With this report, the Commission responds to this Supplemental Budget Language. In preparing the report, Commission staff consulted with staff from the Department of Finance, the Office of the Legislative Analyst, the Office of the Chancellor of the State University, and the Dominguez Hills campus. The staff requested information (Appendix A) from both the Chancellor's Office and the Dominguez Hills campus, and in response, administrators from the Chancellor's Office and the Dominguez Hills campus prepared the document reproduced in Appendix B that describes the program and its operation. In this report, the Commission reviews the history of the program and its principal characteristics before turning in detail to findings and conclusions about its funding.

Origins of the program

The State University began the Statewide Nursing Program in 1982 with a grant from the W.K. Kellogg Foundation aimed at increasing the educational opportunities for registered nurses in California who did not hold a baccalaureate in nursing and who found it difficult to attend traditional campus-based programs.

The program was originally offered as a self-supported external degree program by the State University's Consortium that since 1973 had operated as the State University's "1,000 Mile Campus." By 1986-87, the program was by far the largest component of the Consortium, accounting for nearly 80 percent of its enrollment. In 1987, however, officials of the State University determined that the Consortium could not maintain fiscal stability under its self-support financing mechanism, and they looked to several State University campuses to assume administration of the program, with the understanding that it would be funded by the State. With the Consortium's closure in December 1987, the Chancellor's Office transferred administration of the program to the Dominguez Hills campus, which became the first public campus in California authorized to operate a statewide instructional program.

Rationale for the program

The Statewide Nursing Program is based on a commitment to the lifelong learning that is essential for the practice of professional nursing. Its goal is to provide registered nurses with an opportunity to develop expertise for career options in areas such as direct client care, management, administration, education, and research.

Justification for the program comes from several sources:

- The Secretary's Commission on Nursing of the United States Department of Health and Human Services concluded last December that the nation's nursing shortage is acute and is heavily demand driven versus supply driven. It recommended an increase not only in the absolute number of registered nurses but in the ratio of professional nurses to technical nurses (those with a bachelor's degree in contrast to an associate degree or diploma), and it warned that the number of nurses with master's preparation in nursing will need to increase dramatically by the year 2000.

- A Spring 1988 study of six major metropolitan areas conducted by the Hospital Research and Educational Trust -- the research affiliate of the American Hospital Association -- recommended that state governments expand support for nursing education and develop articulated nursing education programs that provide flexible and convenient class scheduling.
- In its 1988 report on California's registered nurse shortage, the California Association of Hospitals and Health Systems recommended that California's public and private institutions of higher education develop a master plan for nursing education that, among other things, increases the capacity of baccalaureate-degree programs to accept students articulating from other programs and provides for their upward movement, without loss of previous credits, between all levels of nursing programs.
- Presently, only about one-fourth of California's approximately 232,000 registered nurses hold bachelors' or higher degrees. Programs such as the Statewide Nursing Program offer the other three-fourths convenient educational opportunities, thereby increasing the ratio of professional to technical nurses.

The California Postsecondary Education Commission implicitly endorsed the Statewide Nursing Program in its 1987 report to the Legislature about closing the Consortium, in which it recommended "that the California State University seek State support for all programs that were formerly part of the Consortium, and that the Governor and Legislature grant this support." The Commission also urged that "in those instances where the cost of operating these programs exceeds the amount of State General Fund revenue generated by full-time-equivalent student budgetary formulas plus regular student fees, the State University, in concert with the Department of Finance and Office of the Legislative Analyst, develop appropriate mechanisms, such as enriched student faculty ratios, to fund the marginal difference" (p. 4).

Characteristics of the program

Course locations

Currently, Statewide Nursing Program courses are offered at 170 teaching sites that are listed in Appendix C. The majority of these sites are hospitals and community colleges and are used for both undergraduate and graduate instruction.

Administration of the program is centered at the Dominguez Hills campus Geographically the program is divided into the eight regional areas depicted in the map on the opposite page, each of which includes a number of teaching sites, learning resource centers, affiliated health care agencies, and one or more program offices.

Curriculum

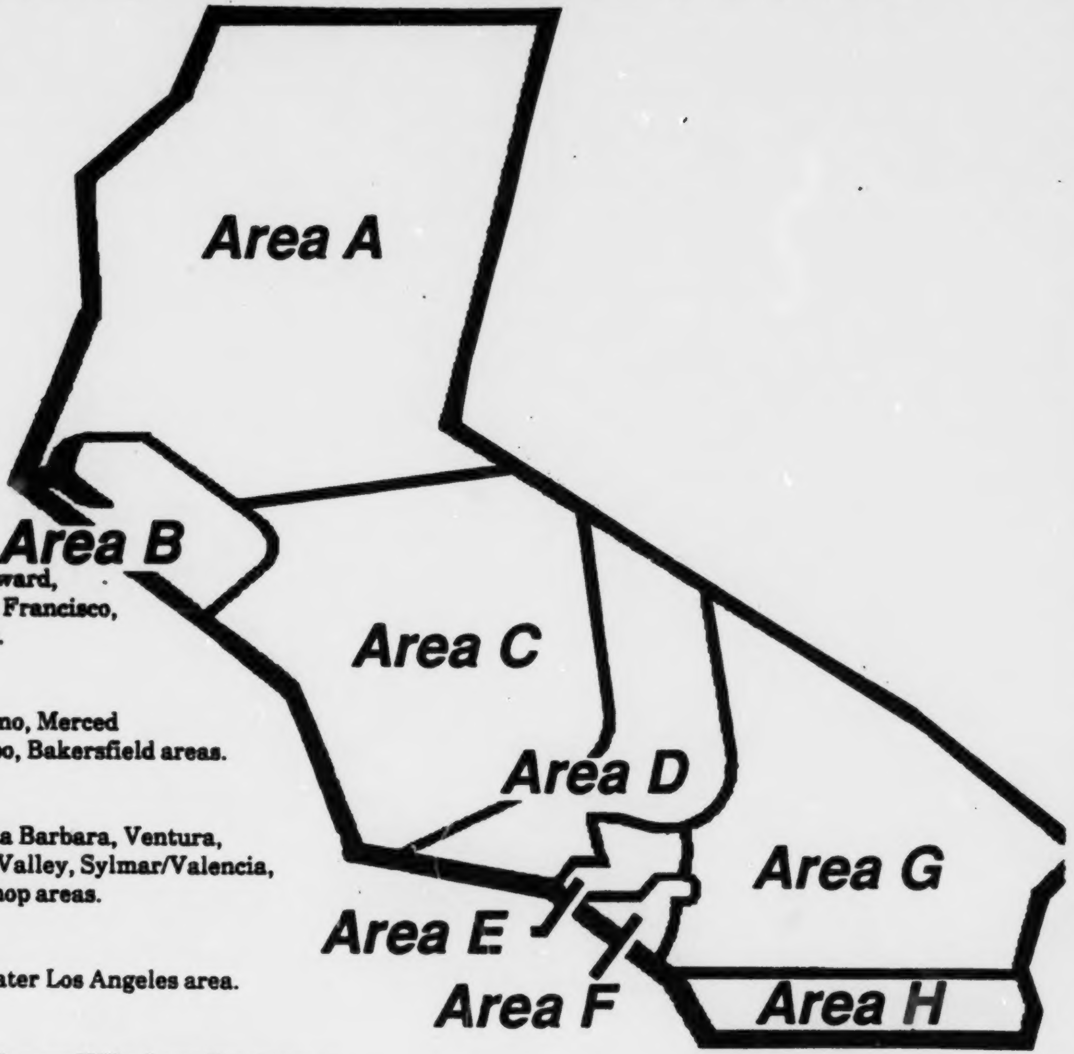
Much like its traditional campus-based counterparts, the program consists of two semesters and a self-support summer session, although its administrators are currently considering implementing year-round operation.

Through the initial Kellogg Foundation grant, the program developed its own learning materials, comprised primarily of workbooks and syllabi, along with a variety of instructional audio and video media to facilitate the coursework, and its curricula and instructional methods remain essentially the same as when it operated under the Consortium. Its courses are divided into one- and two-unit modules, with each one-unit module equal to one traditional on-campus student credit hour. Each module requires specific learning activities that, when completed, are comparable in substance to a section of a traditional on-campus nursing course. Modules are designed to encompass about 45 hours of learning activities at the undergraduate level and 60 hours at the graduate level. A module usually includes between eight and twelve hours of seminar-like instruction, with the remaining hours divided among a variety of other learning activities.

Students may enroll in as many courses as their time permits, but each course is taught one module at a time, and students must complete each module successfully in sequence.

DISPLAY 1 Regional Areas of the Statewide Nursing Program, Fall 1989

AREA A: Eureka, Redding, Chico, Ukiah, Marin, Napa, Solano, Sacramento, Stockton, Modesto areas.



AREA B: Hayward, Monterey, San Francisco, San Jose areas.

AREA C: Fresno, Merced San Luis Obispo, Bakersfield areas.

AREA D: Santa Barbara, Ventura, San Fernando Valley, Sylmar/Valencia, Lancaster/Bishop areas.

AREA E: Greater Los Angeles area.

AREA F: Dominguez Hills, Long Beach areas.

AREA G: Fontana, Fullerton, Pomona, Hemet, Riverside, Victorville/Apple Valley areas.

AREA H: San Diego area.

Source: Adapted from *Statewide Nursing Program Fall 1989 Session Class Schedule.*

Instructional methods

Instruction is provided in seminar form by faculty members who require students to be personally accountable for achieving specific curricular objectives. Typically, instructors meet with students in four-hour seminars held about every two weeks and then also meet with them individually or in small groups, depending upon their needs.

Students in the program are responsible for making decisions regarding their own learning pace and style. Prior to beginning a module, they review its learning objectives and discuss with their instructor strategies for achieving its educational objectives. At the end of each module, students are individually assessed in order to assure their competence in the subject matter. Most students complete a module within six to eight weeks.

Learning resources

The program expects its students to make use of a wide variety of library resources, including those in libraries of the State University, the University of California, community colleges, health care institutions, and their local communities. Learning resource centers, commonly located in existing hospital libraries, provide a variety of video, audio, and print materials that support module learning activities.

Articulation with community colleges

From its beginning, the program was designed so that its admission requirements articulate with those of all California Community College nursing programs. It is a post-licensure program, in that community college graduates with an associate degree in nursing, or a diploma from a hospital, and a current R.N. license may enroll and begin their upper-division nursing major immediately.

Currently 12 community colleges provide facilities for course offerings and 16 serve as learning resource centers for the program. As the State University notes in its report on the program that is reproduced in Appendix B, community colleges participate for several reasons: as a service to their communities; as a recruitment tool, in that their prospective students have the opportunity of earning baccalaureate and master's degrees in nursing in their own communities; sharing of learning resources; and allowing their qualified nursing faculty to teach upper-division and graduate courses.

Special features

Because of its unique delivery system, the program has several special features unlike those offered by traditional campus-based programs: (1) continuous or "rolling" admissions; (2) rolling registration; (3) a rolling add/drop policy; and (4) an assessment option, in which up to 28 units of undergraduate nursing courses may be completed through a challenge mechanism that utilizes standardized written tests and criterion-referenced performance tests. (A complete description of these features appears on pp. 6-9 in Appendix B.)

Faculty members

The program's faculty members include faculty coordinators, associate faculty coordinators, and full-time and part-time instructors. These faculty members work closely with instructional design experts in preparing learning materials, and those who teach the modules approve all learning activities and continuously evaluate and update the materials.

In each of its eight regional areas, the program is administered by a faculty coordinator and associate coordinator, positions analogous to department chair and assistant chair. Currently a dozen 12-month faculty teach full time in the program along with between 150 and 180 part-time faculty who are hired on a contractual basis to teach specific courses and to provide academic advising in any given term. The Dominguez Hills campus is recruiting for three additional full-time faculty members.

All faculty, whether full or part time, meet the experiential and academic preparation requirements of Dominguez Hills faculty as well as the accreditation criteria of the National League for Nursing related to specialty preparation at the graduate level. A number of faculty teaching undergraduate courses hold the doctorate, as do all faculty teaching at the graduate level. Like all faculty of the State University, Statewide Nursing Program faculty are represented for collective bargaining by the California Faculty Association.

Accreditation

The program operates under regional accreditation by the Western Association of Schools and Colleges by virtue of its being offered by the Dominguez Hills campus. Its professional accreditation by the National League of Nursing is currently under review because of its transfer to Dominguez Hills, and thus officially it is a candidate for League accreditation, with full League accreditation awaiting a site visit scheduled for Spring 1990. This hiatus will not penalize students who had been admitted to the program before the transfer, since the League's accreditation will continue until they earn their degrees. (A complete discussion of this issue appears in Appendix D.)

Student fees

Under the self-supported Consortium, students paid a one-time mentoring fee of $250 and as much as $150 per unit, although this per-unit fee was eventually lowered to $138 when interest in the program diminished because of its high cost. This high unit cost, combined with the work schedule and family responsibilities of most students, precluded many of them from taking more than three academic units per term, at a cost of between $414 and $450. Because of these costs, their progression through the program was slow.

Today's students pay the same total registration fees as do all other matriculated students at Dominguez Hills who take a comparable number of instructional units. With the primary funding for the program now provided by the State, students are able to take up to six units per semester for $247.50 -- an amount less than they were paying for two units when the program was under the Consortium. Display 2 at the right shows a breakdown of 1989-90 student fees at Dominguez Hills.

DISPLAY 2 Student Fee Schedule for the Statewide Nursing Program, Fall 1989

	0-6 Units	6.1+ Units
State University Fee	$204.00	$354.00
Student Activity Fee	15.50	15.50
Student Center Fee	20.00	20.00
Facilities Fee	3.00	3.00
Instructionally Related Activities Fee	5.00	5.00
Total	$247.50	$397.50

Non-Resident Tuition Fee (in addition to other registration fees)	
U.S. Citizens Per Unit	$189.00
Foreign Visa Students per unit	$189.00

Source: *State Nursing Program Fall 1989 Session Class Schedule*, p. 129.

Student characteristics

Since the program's inception, 1,526 registered nurses have earned the Bachelor of Science in Nursing, while 38 have earned the Master of Science in Nursing. In 1988-89, 2,133 students enrolled in the program. Their demographic characteristics are shown in Display 3 on page 6.

Because costs to students under State support are far less then when the program was self-supported, applications are rising. Furthermore, the Dominguez Hills campus has implemented an active recruitment program and students enrolling in the program recognize the need for skilled nurses with baccalaureate degrees to assume administrative positions of their hospitals. These factors have also contributed to an increase in applications. During the 1988-89 academic year, 1,429 students applied -- a number that exceeded any prior 12-month period by approximately 300 applications.

Funding of the program

In Spring 1987, when the fiscal stability of the Consortium could no longer be assured, officials in the Chancellor's Office of the State University concluded that the Dominguez Hills campus was able to assume responsibility for the Statewide Nursing Pro-

DISPLAY 3 Demographic Data on 1988-89 Students in the Statewide Nursing Program

Data	Totals
Headcount	2,133 enrolled students
Annual FTE, 1988-89	684 (15 units per FTE)
Mean Unit Load per Student	4.8 units
Number of Part-time Students (6.0 units or less)	2,015
Number of Full-time Students (6.1 or more units)	118
Age Range	23 to 69
Mean Average Age	35 years
Class Level:	
Freshman*	231
Sophomore	76
Junior	709
Senior	729
Graduate	388
Total	2,133
Gender:	
Women	96%
Men	4%
Ethnicity:	
White	89%
Black	5%
Mexican American	2%
Filipino	1%
Asian	1%
Hispanic	0.8%
American Indian	0.6%
Pacific Islander	0.14%
Other	0.6%

* For the undergraduate preparatory program (UPP) those applicants who lack 56 transferable units but meet the definition of adult students as defined in Title 5 of the Administrative Code are eligible for admission to the SNP as freshmen (0-30 units).

Source: California State University Chancellor's Office.

gram, but because of the program's uniqueness, size, and scope, there was no precedent either in California or nationally for transferring it to a campus. Thus a faculty/administrative task group of representatives of the Chancellor's Office and the campus developed a memorandum of understanding (reproduced in Appendix E) that outlined the conditions under which the campus would assume responsibility for the program. That memorandum addressed many issues, but of particular importance was its agreement on a study that would review the issues raised by shifting the program's fiscal base from self support to State support while maintaining its flexible nontraditional nature.

Initially, the period of transition during which the Statewide Nursing Program would be completely integrated into the operation of the Dominguez Hills campus was projected to be no more than two years after the Consortium's closure in December 1987. As part of this transition, several issues needed to be resolved: (1) physically relocating and reestablishing the program's administration; (2) determining an appropriate fee structure and level of State support for the program; and (3) ensuring statewide availability of off-campus sites, flexible scheduling, an open-entry/open-exit curriculum, and opportunities for students to test out of courses. The successful resolution of these issues depended on the State University's achieving General Fund support for the program in its 1988-89 State budget.

As part of its 1988-89 General Fund allocation, the State University requested an appropriation to fund the program on the basis of 655 projected full-time-equivalent students. It based this request on past student participation in the Consortium, using established State University campus budgeting formulae. However, in order to maintain the currency of the program's curriculum and instructional materials and to ease its transition from self support to State support, the State University budgeted the program (based on its mode of delivery and the level of its students enrolled) at a student-faculty ratio of approximately 8:1 -- an amount approximately 25 percent greater than traditional campus-based nursing programs serving similar students.

At that time, State University officials thought that this 8:1 ratio would be sufficient until the program could be absorbed into the regular budget for the Dominguez Hills campus. For this reason, they entered into a signed agreement with the Department of Finance in December 1987 that stated:

> DOF will recommend the 655 FTE related to this program be funded for two years at a higher marginal cost rate than is normally done for FTE increases and even for existing campus-based nursing programs.
>
> That is, an additional $703,000 in State funds will be budgeted for 1988-89 and 1989-90 over what it would cost for nursing program FTE at other campuses and approximately $1,789,000 over what it would cost if the FTE were funded at the normal campus-wide FTE marginal rate.
>
> For 90-91, DOF will eliminate these funds as a baseline reduction.
>
> This special funding arrangement is done in recognition that this is an on-going program, rather than a new one, the uniqueness of the 88-89 budget, and that this transition funding will allow CSU to continue the program until it can make whatever changes are necessary to make this a viable program, based on normal State funding. DOF does not intend to extend such arrangements in the future, and is particularly concerned that DOF's current action not be construed as precedent setting.
>
> CSU will make whatever adjustment is necessary so that by 1990-91 CSU will not ask for nor expect to receive any more State funds for the Statewide Nursing Program than what the State would provide for FTE for campus-based nursing programs.

Based on this agreement, the State University received its requested 1988-89 appropriation.

Budgeting problems for 1988-89 arose when the Legislative Analyst in her analysis of the 1988-89 Budget found inadequate justification for the program's proposed level of funding. In her opinion, the mode of instruction assumptions for the program were inappropriate, since "the budget assumes that the program combines seminar and 'supervision' (such as independent study) modes, whereas the program administrators informed the analyst that all courses are seminars." Applying only the seminar mode to the program would yield a student faculty ratio of approximately 14:1. Comparative data on the cost and staffing of the program and campus-based nursing programs were insufficient to validate this argument. Therefore, as a compromise, the Analyst proposed that the program be funded on the basis of a student/faculty ratio of approximately 10.4 to 1 -- a ratio reported by four on-campus State University nursing programs that, like the Statewide Nursing Program, are designed specifically for students who are already licensed registered nurses. At this 10.4 to 1 ratio, the Analyst recommended that the Statewide Nursing Program should eliminate 22.2 positions and that its General Fund allocation be reduced by $673,000 from its 1988-89 budget.

Because of these different perspectives on the "real" cost of running the program, the Legislature called on the Commission to evaluate funding for the program in the 1990-91 budget, "based on enrollment levels and the unique character of this statewide off-campus program that serves adult learners."

Current funding

Display 4 on page 8 shows a breakdown of budgeted and reported fiscal data about the program for 1988-89. Based on those reported data, instruction accounts for 82.6 percent of all its positions and 85.4 percent of its total budget. Operating expenses in three of the four categories shown -- instruction, academic support, and institutional support -- account for 11 percent of the total.

In 1988-89, expenditures attributed to the program exceeded the budgeted amount by nearly $75,000. Receipts from various fees were $314,648 less than originally budgeted. Therefore, the program experienced a total budget shortfall of $389,645. In that year, the program served 684 full-time-equivalent students -- 29 more than the 655 for which it was budgeted. The average cost per student was $4,432, nearly 10 percent more than the budgeted amount. Even with a special funding augmentation in 1988-89, the campus was unable to meet its anticipated budget, primarily because of the program's unique delivery system.

The real costs of offering the program are still to be determined. In their March 1988 report, *Conversion of the Statewide Nursing Program to State Support* (Appendix F), officials of the Dominguez Hills campus noted that:

DISPLAY 4 1988-89 Budgeted and Reported Fiscal Data for the Statewide Nursing Program

	Budgeted		Reported	
	Positions	Amount	Positions	Amount
Instruction				
Regular Instruction				
Instructional Support	21.5	$ 528,992	20.6	$ 385,783
Instructional Faculty	81.7	2,651,182	81.0	2,815,547
Operating Expenses	—	76,597	—	225,465
Total Instruction	103.2	3,256,771	101.6	3,426,795
Academic Support				
Staff Positions	3.9	99,036	5.6	95,900
Operating Expenses		144,718	—	42,221
Total Academic Support	3.9	243,754	5.6	138,121
Student Service				
Staff Positions	5.0	151,560	5.9	93,203
Operating Expenses	—	16,409	—	0
Total Institutional Support	5.0	167,969	5.9	93,203
Institutional Support				
Staff Positions	10.2	284,761	9.9	183,920
Operating Expenses	—	48,731	—	171,915
Total Institutional Support	10.2	333,492	9.9	355,835
Provisions For Allocation				
Salary Savings	—	(63,029)	—	—
Gross Expenditures	122.3	3,938,957	123.0	4,013,954
Receipts				
Revenues				
Non-resident Fee		0		(624)
Application Fee		0		(29,326)
State University Fee		(1,296,900)		(952,302)
Total Receipts		(1,296,900)		(982,252)
Total Net General Fund	122.3	2,642,057	123.0	3,031,702
Full-Time-Equivalent Students		655		684
Cost Per Full-Time-Equivalent Student		4,034		4,432

Source: Chancellor's Office, The California State University.

Preliminary examination of the resources provided by traditional CSU budget formulae for SNP at a level of 655 FTES suggests that a sufficient amount of dollars appears to be generated to continue to operate the SNP at its current level of service .... However, the adequacy of formula budgeted State resources depends on the degree of flexibility which is allowed by policy to utilize these resources directly and indirectly in support of the SNP in areas where they are needed. More specifically, CSU formulae will produce in each of the four major budget programs (instruction, academic support, student services, institutional support) based on the input variables the Chancellor's staff developed for SNP. SNP, however, tends to gen-

> erate direct expenditures in only two of these programs -- instruction and institutional support. Whether this pattern will change with time under the single campus administration remains to be seen with experience. There may be an appreciable resource impact on some or all of the sub-programs within the academic support and student services budget programs. At present, this is not anticipated. Until the implications of campus administration of a statewide program are better understood, if the campus is to work within the traditional CSU framework in operating such a highly nontraditional program, it must be prepared to utilize the full degree of available flexibility to deploy resources where they are actually required. Several years will be required before the campus can provide authoritative judgments about where resource excesses and deficits are produced by traditional formulae and how they may need to be adjusted.

This statement makes clear the difficulties in determining appropriate funding levels for this program. As Display 4 demonstrates, the program generates its greatest expenditures in the instruction and to some extent in the institutional support budget categories. The State University, however, suggests that this distribution of expenditures has little if any, relationship to the program's student/faculty ratio, but rather is "a functional derivation of the needs and level mix of the curriculum and enrollment." In other words, the State University argues that it is the program's unique mode of instructional delivery that generates the 8:1 student/faculty ratio, and that this ratio is calculated based on traditional campus-based budgeting formulae that have been applied to the program. It is for this reason that the State University contends that the current level of funding is appropriate.

Since the program is still in its early stages of State support, there are no longitudinal data available to review its operations or to evaluate shifts or changes in categorical costs. No comparable program, administered by a single campus, of this size or magnitude exists in California or elsewhere in the nation; therefore, no program cost comparisons can be drawn. To determine the appropriateness of current expenditures or whether the 8:1 student faculty ratio is appropriate would be premature and virtually impossible at this point in time.

The problems of incorporating a statewide self-support program into a State-supported single campus program should by now be apparent. The State University has articulated these problems by noting:

> Actual knowledge of how to implement a program, with no precedents, under state support cannot be obtained until the program has had an opportunity to function for several years. During the recently completed first year of operation under state support major effort was expended: (1) developing goals and activities for integrating SNP component functions, operations and delivery system into those of the campus and CSU system; (2) determining how procedures, approaches and policies needed to be modified in order to allow the program to function, at least minimally through the first transitional year; (3) establishing the first budget and positions under state support; (4) orienting and integrating the SNP faculty and staff into campus and CSU functions, operational structures and practices in areas such as RTP [retirement, tenure and promotion], campus committees, admissions and records processing using rolling enrollments and drop/add processes; (5) orienting the campus faculty, staff and administrators to SNP's unique system and functions; and (6) identifying needed changes beyond the scope of the campus such as the need for a new CS number [a number assigned to faculty that is used for budgeting based on a course's mode of delivery] or different payroll procedure for SNP part-time faculty.
>
> Given this context, the "continuing need to monitor the program's actual operation and experience in its new mode until policy and fiscal stability are achieved" refers to allowing the campus to operate the program and determine, based on experience, what can be readily integrated, what needs modification, what needs substantive changes at the campus or system level, and, in essence, what works and what does not.

Because of its restructuring from self-support to State support, several budget formulae modifications and other policy changes are still needed, while others are anticipated. The State University has already indicated that "two areas related to CSU budget formulae have been determined to require changes: the method used to determine the normative generated FTEF . . . [full-time-equivalent faculty] . . . and the formula used to generate admissions and records staffing."

As justifications for these changes, the Dominguez Hills campus has submitted a request to the Chancellor's Office to alter current student/faculty ratios because of the mode of delivery of the program's courses -- that being seminar and individualized supervised instruction. (The State University has proposed a new faculty designation budgeting category unique to the program based on its unique mode of delivery. A complete discussion regarding this new faculty category appears as Appendix G.)

Furthermore, the campus has requested a change in those formulas used to generate admissions and records positions, in that workload for program admissions and records differs from the regular campus admissions and records offices because of the program's unique operations and delivery methods. It suggests that the program generates additional admissions and records workload because of rolling admissions, an increase in student applications attributed to the lower student costs under State support, and the furnishing of information by admissions and record staff beyond the traditional scope of their duties, such as pre-admission advising on transfer credit and general education coursework, and disbursing admission packets, class schedules, and other forms when needed. Since students in the program enroll in only one- or two-unit modules, they may have to register as many as three times to complete a single course. Furthermore, each module generates only a partial grade that later is consolidated into a single course grade. Combined with the program's method of delivery, this bookkeeping may be as much as three times that of traditional programs.

While it is unclear exactly how much additional administration is needed to run the program effectively, the size and method of program delivery does suggest a need for a higher funding level than would be needed for a traditional campus-based program. The State University notes in its report that the program "is the largest distance education nursing program in the country and it is one of the largest of all nursing programs. The complexity in reaching out to as many as 3,000 students distributed throughout California presents special challenges and opportunities. The existing traditional CSU standards and formulae do not take into consideration large programs where the student and most of the faculty may never actually set foot on the home campus."

The report goes on to note that a distance education program requires special attention to: (1) services to students; (2) curriculum materials; (3) faculty affairs (i.e., hiring, payroll, etc.); (4) instructional support (i.e., hiring off-campus staff; communication among the faculty, students, and parent campus; travel, etc.); (5) providing students with library and learning resources; and (6) assuring the program's quality by continuously monitoring it effectiveness.

Possible alternatives for cost cutting

The Dominguez Hills campus has considered many alternatives for cutting operating costs of the program. In the coming years, several delivery alternatives may have to be considered to assure the program's fiscal viability in terms of State expenditure. Included among them are:

1. Reducing or consolidating course sections offered at the program's multiple sites;
2. Redirecting students to traditional on-campus programs or expanding off-campus program offerings; and
3. Redesigning the curriculum to include greater participation in the State University's instructional television activities, for the purpose of delivering televised courses to program students at hospital and community college sites. (Recent reports by the State University indicate that many hospitals already possess the necessary hardware to receive an instructional television signal.)

Other alternatives are already being considered by the campus, and have been suggested by several task groups. Included among these are:

4. Appropriate faculty staffing classification to reflect the program's mixed-mode of instruction;
5. Special payroll procedures for part-time faculty;

6. Year-round trimester operation vs. two semester plus a summer session; and

7. Special staffing for admissions and records to reflect the more complex, intensive processing workload associated with a rolling admissions, regulation, and modularized curriculum.

Several of these alternatives may assist the campus in achieving a more cost-effective program.

Findings regarding program funding

1. The Statewide Nursing Program is a unique nontraditional professional baccalaureate and master's degree program that serves over 2,100 registered nurses at some 170 sites throughout California. The program's faculty are predominantly part-time. The program serves the needs of professional registered nurses via an extremely flexible and convenient mode of instructional delivery. There is evidence that this type of degree program is necessary as a means for assuring a competent nursing workforce, which is already in short supply.

2. The Statewide Nursing Program's nontraditional design prevents an analytical comparison of categorical program costs using traditional State budgeting formulae. For example:

   (a) The program is advising-intensive in that its students do not have the traditional campus-based support services immediately available to them, nor do they participate in a traditional college setting. Faculty spend the majority of their time advising students, supervising independent study, and evaluating students' progress through curricular materials. The faculty/student relationship involves substantial individual attention. The mode of instructional delivery by these faculty, therefore, is not comparable to traditional on-campus nursing faculty.

   (b) The program uses specially developed curricular materials such as workbooks and syllabi. In order for the program to be successful, these materials must be kept current. The costs for maintaining curricular currency have not been determined. Since traditional campus-based programs do not depend to such an extent on these materials, determining the appropriate costs for this feature of the program is difficult.

   (c) The program incurs many operating expenses (such as travel, telephone, learning resource centers, etc.) beyond the scope of traditional campus-based programs. Expenses associated with the program's off-campus instruction are also higher than those for on-campus nursing programs. On the other hand, the program has very limited expenses in the areas of academic support and student services and is not concerned with facility maintenance or management.

3. The State University entered into a signed agreement with the Department of Finance in 1987 that called for the program to be incorporated into the budget of the Dominguez Hills campus. The State University agreed that beginning in 1990-91 the cost of operating the Statewide Nursing Program would be at the normal campus-wide FTE (full-time-equivalent student) marginal rate. It agreed not to ask for additional funding for the program and indicated that the Dominquez Hills campus would make whatever adjustments were necessary to incorporate the program into its regular budget.

4. For the past two years, the Dominguez Hills campus has received an enriched student/faculty ratio for the program while it makes a transition from self-support to State-support.

5. The State University has indicated that traditional on-campus programs are not budgeted at discipline specific student-faculty ratios. In fact, they have stated that the Statewide Nursing Program is the only academic program in the State University that has a budgeted student-faculty ratio. (Institutional budgets are based on campus-wide student-faculty ratios; allocations for specific academic programs are an administrative prerogative.)

6. Insufficient income and expense data have been collected to determine whether the budgeted student-faculty ratio of 8:1 is appropriate. Since data for only one year exist, longitudinal analyses cannot be conducted regarding the program's operation.

7. Neither the State University nor the Dominguez Hills campus have been able to anticipate effec-

tively the actual costs of operating this statewide academic program administered by a single campus, and no determination has been made at this point regarding an appropriate policy for budgeting the Statewide Nursing Program.

8. "Mode and level" funding formulas are used primarily for funding "traditional" on- and off-campus academic programs at the State University. When originally developed, these formulas were not intended for "nontraditional" academic programs, and until now never were applied to programs of the size and scope of the Statewide Nursing Program.

Conclusions

The Commission offers several conclusions:

1. Offering a non-traditional program or programs like the Statewide Nursing Program to serve the needs of professional nurses in obtaining baccalaureate or master's degrees is justified.
2. The information provided by the State University thus far on expenditure patterns for the Statewide Nursing Program indicate that the campus-based "mode and level" formulas are not appropriate for this nontraditional program.
3. Insufficient information exists for determining an appropriate level of funding for the Statewide Nursing Program. Thus, although the Commission supports the continuance of the program, it has no analytical basis on which to recommend a funding level, either higher or lower than the existing level.
4. The State University should continue to collect comprehensive income and expense data regarding the Statewide Nursing Program, in order to report on the program's average cost of instruction, academic support, institutional support, student services, and operating expenses by region.
5. The State University has an agreement with the Department of Finance regarding the program's 1990-91 funding level that is based on traditional campus-based "mode and level" formulas. The State University should consult with the Department of Finance and the Office of the Legislative Analyst in order to develop a funding mechanism for the 1990-91 budget act that would be more consistent with the philosophy of this program, and will assure the continued operation of this type of nontraditional endeavor.
6. In the interim, the State University should continue to consider cost containment options for the Statewide Nursing Program, such as increased use of televised and computer-assisted instruction, that will continue to meet the needs of working registered nurses.

Reference

California Postsecondary Education Commission. *Comments and Recommendations on "The Consortium of the California State University: A Report": A Response to Supplemental Language in the 1987 Budget Act Regarding the Closure of the Consortium.* Commission Report 87-45. Sacramento: The Commission, December 1987.

Appendix A

Letter from Murray J. Haberman to Anthony Moye and Yolanda Moses of The California State University Regarding the Commission's Study of the Statewide Nursing Program

STATE OF CALIFORNIA GEORGE DEUKMEJIAN, *Governor*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 TWELFTH STREET, THIRD FLOOR
SACRAMENTO, CALIFORNIA 95814-3985
(916) 445-7933

July 10, 1989

Dr. Anthony Moye
Deputy Vice-Chancellor
Academic Affairs, Resources
California State University
400 Golden Shore
Long Beach, CA 90802

Dr. Yolanda Moses
Vice President, Academic Affairs
California State University, Dominquez Hills
1000 East Victoria Street
Carson, CA 90747-0005

Dear Tony and Yolanda:

Thank you for taking the time to discuss with me the Commission's study regarding the California State University's Statewide Nursing Program (SNP). As you know, the Commission was asked via 1988-89 Supplemental Budget Language to reevaluate the funding level for the Statewide Nursing Program for the 1990-91 budget, "based on enrollment levels and the unique character of this statewide off-campus program that serves adult learners." The Commission is asked to present its report to the legislative fiscal committee by October 1, 1989.

As I indicated to you during our meeting on Friday, July 7, it will be necessary for staff at the Chancellor's Office, in concert with staff at the Dominquez Hills campus, to provide justifications for the current 8:1 student faculty ratio. These justifications must expressly state why the 8:1 ratio is appropriate, in spite of an existing agreement between the CSU and the Department of Finance that notes that the "CSU will not ask for nor expect to receive any more State funds for the Statewide Nursing Program than what the State would provide for FTE for campus-based nursing programs."

We will need a summary statement by you regarding the history of this agreement (specifically as it relates to the closure of the State University's Consortium Program), any subsequent legislative actions that would preclude enforcement of the agreement, and any other appropriate rationales that would indicate why it should be replaced in support of this program.

Furthermore, in order for the Commission to understand clearly the Statewide Nursing Program, and in order for its staff to adequately analyze the cost considerations outlined in the Supplemental Budget Language, we will need additional information regarding the program. The following questions, not to be viewed as an exhaustive list, are offered in response to our meeting last Friday, and after my having had an opportunity to review written materials prepared by the Chancellor's Office and the Dominquez Hills campus.

Included in your response to this inquiry should be the following:

1. **A complete history of the Statewide Nursing Program, including a discussion of how it operated when it was part of the Consortium. What are the similarities and differences between the current State-supported campus-based operation and the former self-support program? How was the Consortium SNP accredited, and what is the SNP's current accreditation status?**

2. **Detailed program information. How many off-campus sites are there? Where are they located? How many students are served in each region? Which sites serve the greatest and least number of students?**

   How many faculty and administrators are assigned to each site and region? Who comprise the faculty? Are the faculty current CSU full-time, part-time, and/or adjunct campus personnel? What is the distribution of these faculty by region?

   Are there CSU campuses in SNP regional areas that offer on-campus nursing programs? If so, what are the justifications for offering SNP off-campus instruction in these regions?

   We understand that several SNP sites are at community colleges. How many community colleges participate? Why do community college campuses provide instructional and faculty office space free of charge to the SNP? What special articulation arrangements exist between the community colleges participating in the SNP and the Dominquez Hills campus?

3. **What does the Statewide Nursing Program cost? Please provide a detailed breakdown of all costs attributed to offering the SNP. Included in this report should be cost data on instruction, administration, institutional support, academic support, student service, etc. Accompanying justifications for these costs would be useful and appreciated.**

4. **Detailed demographic data regarding the program's participants. Who participates in the program? How many headcount and FTE students are enrolled, reported by sex, ethnicity, age, student level, credit load, and region?**

5. **Copies of pertinent studies required by the Memorandum of Understanding (MOU) between the State University's Chancellor's Office and the CSU Dominquez Hills campus.** In Section 1c, the MOU states:

   c) CSUDH and O/C will engage in a joint effort to study, identify, and successfully resolve the policy and practical impediments to a smooth transition for SNP from its current status to its contemplated status as a campus-based state-supported non-traditional statewide educational program. Among the areas to be studied are:

student fees; academic calendar; course classifications; workload measurement; budget management and fiscal flexibility; implications of various bargaining contracts; admissions standards; library access; unique service area relationship; faculty personnel issues; curriculum review and development; space utilization; direct and indirect support staff requirements; unique operating expense requirements; logical support services such as the Statewide Technical Bookstore; participation in commencement ceremonies, issuance of student identification cards; establishment of census dates; financial aid eligibility; options for enrollment other than Nursing courses required for the BSN.

Please provide those studies that discuss, in particular, budgetary and fiscal implications, direct and indirect support staff requirements, unique operating expense requirements, logical support services, and any other information regarding the unique budgeting or cost considerations of the SNP program.

6. **Information regarding section 1d of the MOU that discusses the "possibility of modifications of formulae in the CSU Budget Formulas and Standards Manual. Please submit any reports or studies pertinent to any modifications.**

7. **Information regarding the transition from self-support to state support.** In section 7b of the MOU, it states that:

   b) Before May 1988, CSUDH and O/C shall jointly review the status of transition efforts and efforts to achieve State General Fund support for SNP. . . A similar review and determination regarding subsequent status of SNP will be made before and during May 1989, if the program is to be continued by CSUDH during the 1989-90 academic year.

   We would like to see these status reports.

In the *Substantive Change Report: Transfer of the Statewide Nursing Program from the CSU Consortium to CSUDH -- Prepared for the Senior Commission to WASC*, it is noted that "SNP faculty comprise a program director, associate directors and regional program directors. SNP faculty work closely with instructional design experts in the preparation of learning materials. Adjunct faculty fulfill important roles in the delivery of a statewide program. These are academically and experientially qualified instructors and mentors who are hired on a contractual basis to teach a specific course and/or provide academic advising."

8. **How are these administrators and faculty utilized? What are the justifications for this level of administrative overhead? Are these full-time administrator positions, and if so what are the staff's responsibilities? How are faculty utilized, and what determines their weighted teaching units (WTU's)?**

In your report, *Conversion of Statewide Nursing Program to State Support CSUDH, March 1988*, you note that "The traditional standards and formulae which have been used by CSU before and since its creation as a system in 1960 did not contemplate the special problem and needs associated with the delivery of a state-supported statewide instructional program by a single campus."

9. **What are these traditional standards for nursing programs? How do they differ from non-traditional programs like the SNP, and what are the special problems or needs associated with CSUDH running the SNP program?**

Furthermore, you note later in this same document that "If General Fund support is provided for SNP in 1988-89, there would be a continuing need to monitor the program's actual operation and experience in its new mode until policy and fiscal stability are achieved."

10. **Has this monitoring taken place? What were the results?**

The *Conversion* report also notes that students pay other CSUDH fees (student activity, student center, facilities, and institutional related activities) beyond the traditional instructional fees paid by all regular state-supported students.

11. **What are the justifications for students enrolling off-campus, perhaps 1000 miles away from CSUDH, paying these other fees? Could these fees be used to offset a portion of the current 8:1 student faculty ratio?**

Several other questions arise in response to the following statements noted in the *Conversion* report:

> Through careful scheduling on campus, CSUDH will accommodate the needs of many SNP students who can reasonably be expected to come to the campus (i.e., they are located in the Greater Los Angeles Metropolitan Area) if sections of needed courses are available at convenient times . . .
>
> Another approach would be to move non-nursing instruction not presently available through the SNP to convenient off-campus locations . . .
>
> . . . the adequacy of formula budgeted State resources depends on the degree of flexibility which is allowed by policy to utilize these resources directly and indirectly in support of the SNP in areas where they are needed. More specifically, CSU formulae will produce in each of the four major budget programs (instruction, academic support, student services, institutional support) based on the input variables the Chancellor's staff developed for SNP. SNP, however, tends to generate direct expenditures in only two of these programs -- instruction and institutional support. Whether this pattern will change with time under the single campus administration remains to be seen with experience. There may be an appreciable resource impact on some or all of the sub-programs within the academic support and student services budget programs. At present, this is not anticipated. Until the implications of campus administration of a statewide program are better understood, if the campus is to work within the traditional CSU framework in operating such a highly non-traditional program, it must be prepared to utilize the full degree of available flexibility to deploy

resources where they are actually required. Several years will be required before the campus cam provide authoritative judgments about where resource excesses and deficits are produced by traditional formulae and how they may need to be adjusted.

12. **Can CSUDH accommodate program needs of SNP students through other CSU campuses or off-campus centers located near current SNP off-campus sites? If the SNP program generates direct expenditures in only two (instruction and institutional support) of the four program categories used in budgeting traditional programs, what is the justification for the greater costs attributed to the current 8:1 student faculty ratio.**

The *Conversion* report also states that "The administrative and clerical staffing required to operate a statewide instructional program will be richer than for on-campus programs, because of clerical support needs in the regional offices . . . Currently, SNP staff includes 3.0 positions to monitor its own budget and payroll functions, and an admissions and records office with 9.0 positions. The program office includes about 10 positions . . . It would appear from available existing budget information that sufficient positions and dollars are provided by regular CSU formulae to cover existing needs."

13. **What are the justifications for these staffing patterns? How much do these administrative staffing patterns contribute to the current 8:1 student faculty ratio, or are these administrative staff allocations determined by number of faculty?**

The *Conversion* report also notes that the Chancellor's Office and CSUDH have set up small groups to discuss the conversion of the Statewide Nursing Program from self-support to state-support.

14. **What were the findings of these small groups, particularly regarding the budgeting and cost analysis of the SNP? What justifications have been provided by these groups that would suggest that the current 8:1 student faculty ratio is appropriate?**

In response to another document, Tony Moye prepared a memorandum, dated January 20, 1988, to Lou Messner regarding the Legislative Analyst's request for SNP program costs and other campus-based nursing student faculty ratios. Based on Dr. Moye's analysis and simulations, similar campus-based programs for professional nurses yield a 10.4:1 ratio.

15. **If traditional campus-based programs serving a similar student clientele are budgeted at about a 10.4:1 student faculty ratio, why does the Statewide Nursing Program warrant an 8:1 ratio, while on-campus programs receive about 20 percent less? What are the comparative cost considerations, and what are the primary differences between the two types of state-supported programs? What are the current year's data, and can these simulations be run based on these more current data?**

Finally, it is my understanding that the Chancellor's Office has conducted an in-house analysis of faculty workload measures for the Statewide Nursing Program, but that this analysis is not available to the public because of collective bargaining considerations. It

would be most helpful to see this analysis in time for inclusion in the Commission's study.

Clearly, it appears that the Statewide Nursing Program is a viable and innovative alternative to traditional higher education study. Furthermore, it appears that the program meets the high standards for degree programs in the State. The real issue, however, as it relates to the Supplemental Budget Language mandating the Commission's study, is whether the State should fund this program at a student faculty ratio significantly lower than that provided for traditional on-campus nursing instruction.

This is a difficult question to answer in that the Statewide Nursing Program was converted from a self-support program, because it is unique unto itself, and since there is little historical information to present that would assist in preparing a definitive analysis.

Commission staff recognizes these difficulties. However, the California State University must provide sufficient information in response to the questions outlined above that will justify the current 8:1 student faculty ratio.

Since Commission staff has little time to prepare its analysis, it is important that the information requested above be provided no later than **August 1, 1989**. Although I expect that the information provided in response to the questions outlined above will be sufficient for us to conduct our analysis, it may be necessary to obtain further information once the study process begins.

I look forward to your response and working with you on this important project. Please feel free to call me at (916) 322-8001 should you have any questions or need any clarification regarding this information request.

Sincerely,

Murray J. Haberman
Postsecondary Education Specialist

cc: Kenneth B. O'Brien
Jane Wellman
Norm Charles
William Storey

Appendix B

Letter to Murray J. Haberman from Anthony Moye and Yolanda Moses and Responses to Commission Questions on the Statewide Nursing Program

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE

LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590- 5975

August 1, 1989

Murray J. Haberman
Postsecondary Education Specialist
California Postsecondary Education Commission
1020 Twelfth Street, 3rd Floor
Sacramento, CA 95814-3985

Dear Murray:

Enclosed are responses to the questions on the Statewide Nursing Program raised in your letter of July 10. The responses are complete to the extent that data were available. We have included, as an appendix, an example of one of the study modules. A complete list of all the available modules has also been appended. These modules are a key component of this unique program in which a student is expected to be responsible for most of her/his own education with faculty serving as facilitators and mentors. This "independent study" focus forms the underlying basis for the faculty staffing ratio calculated for this program.

Please feel free to call either of us if you have any questions. (Yolanda will be on vacation until August 14.) Although I will be out of town next week, I plan to call in daily to check messages. The chief campus contact at CSU, Dominguez Hills during Yolanda's absence will be Gary Levine, Assistant Vice President, Academic Resources.

We believe the attached material to be fully responsive to your questions and look forward to receiving the draft of your report.

Sincerely,

Tony

Anthony J. Moye
Deputy Vice Chancellor
Academic Affairs, Resources

Yolanda Moses
Vice President, Academic Affairs
CSU, Dominguez Hills

Attachments

cc: Vice Chancellor Lee R. Kerschner
Vice Chancellor John M. Smart
President Robert C. Detweiler
Assistant Vice President Gary Levine

STATEWIDE NURSING PROGRAM
RESPONSES TO QUESTIONS RAISED
BY
CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
JULY, 1989

1. **A complete history of the Statewide Nursing Program, including a discussion of how it operated when it was part of the Consortium. What are the similarities and differences between the current State-supported campus-based operation and the former self-support program? How was the Consortium SNP accredited, and what is the SNP's current accreditation status?**

History of the Statewide Nursing Program

The Statewide Nursing Program had its beginning in 1978 when the CSU Chancellor's Office established a committee to address the needs of registered nurses who were seeking the Bachelor of Science in Nursing (BSN) degree. The chairs of CSU nursing programs were invited to participate on the committee, which served as a planning team for development of a creative solution to the problem of limited access to higher education in nursing. Briefly, there were not enough openings in existing programs for all the nurses who desired and were qualified for further study, and those who were admitted often had difficulty completing the full course of study while retaining their jobs. Over the next two years, planning was expanded to include representatives from the California Board of Registered Nursing, the California Nurses Association, the community colleges and various health care organizations. The goal of the planning team was to review how other universities responded to non-traditional students and to review and synthesize findings from the literature related to learning theories and adult learning principles.

The team's efforts resulted in the development of a unique curriculum with a flexible instructional delivery system designed to increase access to baccalaureate nursing education for employed registered nurses without disrupting their usual employment. Where possible, artificial barriers such as time, place, and pace of learning were removed and emphasis for student performance was placed on exit rather than entrance competencies.

Since the students would be registered nurses with clinical experience and enough academic credit to be admitted at the upper division level, certain assumptions were made about the learning needs of these students. Foremost, adult learning principles, including self-directed learning, were incorporated into all aspects of the curriculum. The resulting distance education program which would serve registered nurses throughout California emphasized recognition of individual student needs in regard to learning style and validation of prior learning.

As the new program was formulated, a question was raised about which CSU campus should deliver the program. A number of CSU campuses had previously attempted outreach programs for registered nurses (CSU Los Angeles, CSU Sacramento, CSU Bakersfield) and encountered difficulty with: 1) inadequate retention of students over time due to inflexible lock-step pattern of curriculum offerings, 2) faculty burnout resulting from trying to offer both a campus program and an outreach program, and 3) threatened loss of professional accreditation from the National League for Nursing (NLN), the policy of which limits academic nursing units to one program for which all policies and curriculum must be consistent regardless of where the program is offered. Following consideration of several options for housing this new program, the decision was made to house it in The Consortium of The California State University, a WASC accredited, self-supporting, degree-granting entity.

Although the Consortium's original 1973 mission included responsibility for statewide academic programs, the new Statewide Nursing Program (SNP) would be the first one for CSU. A proposal for the new degree program was approved by the Consortium Advisory Committee of the CSU Academic Senate, the California Postsecondary Education Commission, and the Chancellor. Concurrently, a funding proposal was developed and submitted to the W.K. Kellogg Foundation to provide for start-up costs and to support course development and production of the support materials essential to a distance education program. These special materials include comprehensive workbooks, teacher guides, advisement manuals, student orientation materials, instructor orientation materials, advisor orientation materials, program evaluation materials, tests, videotapes, audiotapes and software for computer-assisted instruction.

While this funding proposal was under consideration by the Kellogg Foundation several health care agencies contributed significant financial support to initiate start-up of the program in the Spring of 1981. The first courses were offered in the Long Beach area. In January, 1982 CSU received $2.3 million from the Kellogg Foundation to fund the individualized course development and program dissemination of SNP. From the beginning, attention was given to regional and professional accreditation criteria. External evaluators were hired to develop and implement the formative and summative evaluation processes necessary to monitor program quality.

From this beginning, SNP grew in response to the needs of registered nurses, the health care delivery system and health care consumers. The initial goals of the program were: 1) to promote access to higher education for registered nurses and 2) to improve ultimately the quality of health care by increasing the number of professional baccalaureate level nurses in the workforce. These founding goals are as valid today as when first formulated. In two years, SNP had more than 1,000 fee-paying students enrolled. By Spring of 1983, twenty RNs had completed the BSN degree. Because professional accreditation is so important in attracting prospective students, National League for Nursing (NLN) accreditation was sought in Fall 1983 as soon as the program was eligible. This initial review resulted in a full eight year accreditation. In light of the program's non traditional nature, a successful initial accreditation outcome was a significant accomplishment.

The Kellogg Foundation, pleased with the program's success in meeting its grant objectives, in 1983 awarded a second grant to develop and implement a non-traditional Master of Science in Nursing (MSN) program. By 1985 the new graduate program had received full university and external approvals and the first classes were offered in March of that year. Contributions from several health care organizations enabled the graduate program to offer students a choice of role preparation as a nurse administrator, parent-child clinical nurse specialist, gerontology clinical nurse specialist, or nurse educator. The unique features of the undergraduate program are common to the graduate programs, except for the assessment option which is available only at the undergraduate level.

When the SNP first started, the Consortium unit fee was $85. By 1987, when the Consortium was closed, the fee was $150 per unit. In analyzing the unit loads of students, it was clear that fee increases had slowed degree completion. As the fee increased, many RNs could no longer afford to begin or continue the program. Inactive students, responding to an attrition study conducted by a doctoral candidate, reported that educational costs were the greatest barrier to degree completion.

Although both the undergraduate and graduate nursing programs were continuing to grow, the Consortium was encountering difficulty in keeping student fees at reasonable levels while still meeting operating costs.

The transfer of SNP from its original home in the CSU Consortium to CSU Dominguez Hills resulted from a decision by the CSU system administration to phase out the Consortium as of July 1, 1987. This decision was based in the largest part on a determination that the Consortium, as constituted, could not achieve and maintain fiscal stability under conditions of self-support financing. Other Consortium programs were transferred to CSU campuses, but SNP was by far the largest element of the Consortium's curricular mix, accounting for nearly eighty percent of all Consortium enrollment in 1986-87. It was the Chancellor's determination that the Nursing program should be transferred intact and that it should maintain its statewide service mission.

While the program's first year (1987-88) at CSUDH was on a self-support basis, discussions had begun to develop legislative understanding of and support for the program. In fact, the Supplementary Report to the 1987-88 Budget Act required that the CSU submit a "...report by October 15, 1987 to the California Postsecondary Education Commission (CPEC) and the legislative fiscal committees regarding the statewide Consortium program." CPEC was assigned the responsibility of reviewing and commenting on this report and was asked to provide recommendations to the Joint Legislative Budget Committee and to the fiscal committees by December 15, 1987. The legislature specifically asked for "...assurance that any program changes retain the statewide availability of the program, accreditation, and the current emphasis on off-campus sites, flexible scheduling, open-entry/open-exit curriculum...", etc. In CPEC's review of the subject report, the CSU was urged "to seek State support" for Consortium programs and also, in instances where the unique characteristics of Consortium programs resulted in operating costs in excess of those provided by budgetary formulae plus regular student fees, to "develop appropriate mechanisms, such as enriched student/faculty ratios, to fund the marginal differences.

Given this support and the added support of professional nursing organizations, funding for the statewide nursing program was included in the final legislative budget for 1988-89. The funding was accompanied by the requirement that the California Postsecondary Education Commission reevaluate the funding basis for the SNP "based on enrollment levels and the unique character of this statewide off-campus program" and report its findings to the legislative committees by October 1, 1989.

Program Design and Delivery

The enclosed class schedule (Attachment 1) demonstrates the high degree of flexibility available for degree completion. Undergraduate and graduate courses are divided into one and two unit modules. Each one unit module is equal to a traditional student credit hour. By dividing a course into "mini-courses" called modules and identifying the learning activities for in class and out of class learning experiences, the program offers quality courses, comparable in time commitment and student performance expectations required by a traditional course. The student is assisted to accomplish many of the course objectives outside of the classroom. Classroom time is devoted to clarification, peer sharing, and demonstration of achievement.

Through resources provided by the Kellogg Foundation, the SNP has developed its own learning materials (workbooks at the undergraduate level and syllabi at the graduate level) and media to guide and facilitate the learning process. All learning activities and evaluation methods are carefully planned and approved by the full time faculty. Students obtain the course materials prior to the first class meeting and attend the first class with a number of learning activities already completed as designated in the workbook/syllabus. Other assignments are submitted at specified intervals. Final assignments are due two weeks following the last class meeting. A sample workbook is enclosed (Attachment 2). The nearly 50 comprehensive workbooks which have been produced will need to be updated on a regular basis as they are the common core that makes possible a high-quality statewide degree program.

Learner Responsive Course Scheduling - The majority of courses are offered in the evenings and on week-ends. Attention is given to prevailing staffing patterns at hospital sites in the community so that the class schedule is as convenient as possible. Typically, a module is completed in 6-8 weeks. Each module has an instructor who meets with students in seminar, individually and in small groups, depending upon the desired learning outcomes and needs of students. A module includes 8-12 hours of seminar interaction while the remaining hours are divided among other learning activities. A one credit unit module is designed to encompass about 45 hours of learning activities at the undergraduate level and 60 hours at the graduate level, which is equivalent to the time commitment for traditional one semester unit courses.

Modules begin and end at various times during the term. Students may take coursework at any SNP site in the state. Consistency in course content and expectations for student performance are assured through the use of the workbooks and syllabi and the careful orientation of instructional faculty. Included with this document is a typical workbook for a course module.

Special program features, in addition to those described above, which have continued to be effective in recruiting, retaining and graduating nurses from their respective degree program include:

Rolling Admissions-students may submit an application at any time and then begin coursework.

Rolling Registration-new students may register for courses any time during the term as long as the course has not yet had its first class meeting. Continuing students have a regular and late registration period prior to the beginning of the term.

Rolling Add/drop policy-allows students to modify course choices any time prior to the first meeting date of the module. In the past, Consortium students enrolled and paid the fees at the first class meeting. Under state support the rolling add/drop policy continues to accommodate working students who face frequent, unanticipated changes in their work schedule.

Assessment Option-up to 28 units of the nursing undergraduate major may be completed through a challenge mechanism which utilizes standardized written tests or criterion-referenced performance tests, depending on the particular course being challenged. Students earn course credit by successfully demonstrating previously acquired knowledge rather than taking coursework. Any combination of assessment and instruction is possible.

Learning Resource Centers (LRC)-in addition to the libraries of the CSU campuses, students access special program materials at their nearest LRC. LRCs are most frequently located in existing hospital libraries and contain hardware and faculty developed or designated software and print materials necessary to support the required module learning activities. LRCs are a collaborative endeavor between SNP and the affiliating health care or educational institution.

Year Round Operation-As a Consortium program, the program's academic calendar consisted of 3 equal trimesters. Under state support, 1988-89 consisted of two semesters and a self-support summer session. A determination of the effectiveness of this latter approach to implementing a 12 month program is in progress.

Learning Contracts/Preceptored Field Experience-Performance courses require the student to develop and implement an individualized learning contract which is approved by the course instructor and clinical preceptor. Through this approach students are able to accomplish the course objectives in a manner most meaningful to them and their experiential background.

The Program Under State Support

In September 1988, SNP offered its first classes under state support. Students now pay the same fees required of other CSU students, rather than the per unit fees of the past. The result is that the program is financially accessible to more students and student progress is less likely to be inhibited by course fees.

Although the undergraduate and graduate curricula and program delivery system are essentially unchanged, there were several areas affected by the move from self-support to state-support status and/or by virtue of integrating the program with CSUDH policies and procedures where possible. These areas are described below.

Faculty-The program now has a cadre of full time faculty in addition to a large cadre of part time faculty. All faculty are in the collective bargaining unit.

Advisement-In the Consortium student advisement took place through the "mentor system." Students paid a separate program fee to cover the cost of advisement. On campus students can access information and/or academic advisement from the student outreach office, the campus advisement center, the information center, and from a faculty advisor. In the SNP faculty coordinators and associate coordinators provide academic advisement, and through familiarity with local community resources, make referrals if a student needs additional support services. Assigned time is utilized to cover the more intensive advising responsibilities of SNP faculty. The central program office sends written materials to prospective students who call or write for information. The central program office also maintains a computerized list of these students for follow-up.

Terms-Instead of three equal trimesters, the program operated in 1988-89 on an academic calendar of two academic terms and a summer session. The president has approved a term calendar for SNP which better accommodates the program's curricular structure and the needs of students. The program's first summer session since receiving state support is in progress. From preliminary feedback it appears that two academic terms and a summer session does not meet program needs as effectively as the previous trimester calendar.

Registration-Students previously paid course fees at the first class meeting of each course. Now continuing students register for courses prior to the start of the term and new students register as soon as an application is on file. No fees are collected in class.

Rolling Add/Drop Policy-To maintain the flexibility previously accorded by in-class registration and fee payment, a policy whereby students may add/or drop a course module any time during the term, but prior to the first class meeting of that module was instituted. This change is effective but contributes to the workload of the Admissions and Records Office. Course enrollment monitoring by the Program Director is necessary throughout the term, rather than just the first three weeks of the term as in a traditional program.

Admissions and Records Office- The office has now been divided into an admissions unit, a records unit and cashiering and these components have been integrated into the campus in varying degrees.

Professional Accreditation-Under normal circumstances, the program would not need to be visited again by NLN until 1991. However, the transfer of the program to CSUDH necessitated a new initial accreditation. Students admitted to The Consortium would still be graduates of an NLN accredited program if they graduated by June of 1989 at which time the Consortium's regional accreditation expired. The Substantive Change Report submitted to the Western Association of Schools and Colleges describes the professional accreditation as well as the regional accreditation issues affecting the program by virtue of its transfer to CSUDH. The nursing faculty is busy preparing for the program's NLN self-study and an accreditation site visit has been scheduled for Spring of 1990. Therefore, at the writing of this document the SNP is a candidate for NLN accreditation. If the program achieves accredited status as a result of the scheduled visit, all students graduating between July 1989 and the date of the new NLN accreditation will be covered retroactively.

Over time, enrollment growth and the positive response of nursing employers has validated the need for the program. At present approximately 170 teaching sites are available for course delivery. The majority of these sites are presently used solely for undergraduate instruction (see Attachment 3). The current number of undergraduate students eligible to enroll in coursework is approximately 2,062. To date, 1,526 registered nurses have earned the Bachelor of Science in Nursing degree through SNP.

In May 1987, sixteen candidates were granted the Master of Science in Nursing degree, the program's first graduates. Since then 22 additional graduate degrees have been awarded. Nearly 400 students are taking graduate coursework at sites as far north as San Luis Obispo and as far south as Laguna Hills (south Orange county).

As the program was designed to expand and contract based on student need, assessment is on-going regarding how effective the program is in its service mission. Teaching sites are added, rotated, placed on hiatus or deleted in response to student need and available resources.

During the 1988-89 academic year 1,429 applications were received. This figure exceeded the Consortium's best 12 month period by approximately 300 applications. In the same period, nearly 500 students earned either a BSN or MSN degree.

The program has also provided consultation and/or workshops and short courses to nurses/nursing programs, both nationally and internationally. Grants from the Kellogg Foundation supported special projects in Ireland and the People's Republic of China. In addition, a number of nursing educators and other professionals interested in distance education visit the program each year.

2a. **Detailed program information. How many off-campus sites are there? Where are they located? How many students are served in each region? Which sites serve the greatest and least number of students?**

Approximately 170 sites are available where classes could be scheduled. Not all sites are in use at any one time. As discussed earlier, teaching sites may vary from term to term depending on several variables. Attachment 3 identifies teaching sites, learning resource center sites and program offices by city. Hospitals are the most frequently used teaching sites followed by community college sites. Offices for SNP coordinating faculty may be located in a hospital, a community college or the faculty member may have an office in the home. Learning resource centers are established within the existing libraries of community colleges and major hospitals .

2b. **How many faculty and administrators are assigned to each site and region? Who comprise the faculty? Are the faculty current CSU full-time, part-time, and/or adjunct campus personnel? What is the distribution of these faculty by region?**

California is divided geographically for purposes of program administration. As a Consortium program, campus service areas were used to delineate program regions. To better utilize program resources, the state was reconfigured into eight areas which take into account population, geography and highway infrastructure. For each area there are a number of teaching sites, learning resource centers, affiliating health care agencies and one or more program offices. The map included with Attachment 3 depicts the present configuration of these geographical areas and the Faculty Coordinators and Associate Coordinators assigned to each area.

With state support, program administrators who were management personnel became faculty with the working titles of director or associate director--positions analogous to department chair and assistant chair, respectively. At present there are 12 full time 12 month faculty and a recruitment process is underway for three additional full-time faculty. Part-time faculty number 150-180 in a given term.

All faculty, whether full or part time, meet the experiential and academic preparation required of CSUDH faculty. Further, the nursing faculty also meet the NLN accreditation criteria related to specialty preparation in nursing at the graduate level. While a number of faculty teaching in the undergraduate program hold the doctorate, all faculty teaching in the graduate program possess a doctoral degree.

The program's design provided, from the very beginning, for a redefining of the traditional faculty role. As a Consortium program, some faculty were instructors, some were advisors (mentors) and a small group of Regional Program Directors comprised the policy making faculty. Initially there were experts in instructional design included in the nursing faculty. As a state support program, some of these role distinctions still exist.

Full time faculty comprise the policy making faculty of the program. At present, members of the full time faculty, except for the program director and associate director, are called "Faculty Coordinator". Faculty coordinators have a teaching load and an assigned time load. Full time faculty role responsibilities embrace the gamut of the usual professor's work along with some of the duties of a department chair for their assigned time activities. The faculty are prepared with the master's degree in nursing and, most often, a doctorate in nursing or a related field. Faculty members participate in program and university governance through committee work and other campus-wide activities. Each full time faculty member also fulfills the role of course content expert (CCE) for a designated course(s). As a CCE, the faculty member works closely with the curriculum development coordinator to develop/update courses and support materials for statewide implementation.

Part time faculty are divided into two categories:

1) Instructors who are responsible for implementing the course in accordance with the materials and policies approved by the full time faculty. Instructors for nursing courses are

nurse educators with at least a master's degree in nursing while instructors for support courses are educators with at least a master's degree in an appropriate field. Potential instructors are employed on a course contract basis. Instructors attend a prospective instructor workshop and, and if hired, attend up to two area instructor meetings per term.

2) Associate coordinators who hold at least a master's degree in nursing and are assigned to work with a faculty coordinator in a designated area. The associate coordinator serves as an academic advisor and assists the faculty coordinator with arrangements for program delivery in a designated locale. The associate coordinator participates in area instructor faulty meetings at least twice a year.

Presently, the undergraduate program is offered in all eight SNP geographic areas of the state and the graduate program is offered in five of these areas. Each area has a Faculty Coordinator who has a portion of assigned time to fulfill the coordinating responsibilities. Responsibility for the multi-area graduate program belongs to the Graduate Program Coordinator who also fulfills a teaching as well as a coordinating role. The table below presents the number of full and part time program faculty by area for Spring 1989.

AREA	Full time Faculty	Part time Faculty
A	1	25
B	1	30
C	1	20
D	1	10
E	1	15
F	1	15
G	1	25
H	1	15
MSN Program	2	20

The number of part time faculty in any one area depends on several interrelated variables: number of students in the area, number of course sections offered during a particular term, the distance between teaching sites, and the particular expertise of the faculty in relation to the courses to be offered.

When SNP was a Consortium program, the Consortium's operating policies required that first choice of teaching assignments in the Consortium was Pool One, full time CSU faculty and second choice was Pool Two, part time CSU faculty. The third pool of faculty was other qualified professionals from outside of the CSU. Therefore the SNP had a number of CSU nursing faculty teaching in the program. Under state support SNP faculty are now in the collective bargaining unit and paid from the General Fund rather than a CERF account; full time CSU faculty from other campuses as a result can no longer teach for the SNP during a state support term. Presently the program has a few part time faculty who are also part time at another CSU campus. All full and part time SNP faculty are employees of CSU Dominguez Hills.

2c. **Are there CSU campuses in SNP regional areas that offer on-campus nursing programs? If so, what are the justifications for offering SNP off-campus instruction in these regions?**

There were 15 nursing programs in the CSU where a registered nurse could earn a BSN degree when the SNP came into existence. The reasons for the program's existence remain the same today as they were in 1978 when the need for the program was first recognized. If anything, the need for the program is even stronger. According to the report of the Secretary's Commission on Nursing (Department of Health and Human Services, December, 1988), the nursing shortage is acute and is heavily demand driven versus supply driven. Not only does there need to be an increase in the absolute number of registered nurses but the ratio of professional nurses (BSN as minimum preparation) to technical nurses (ADN or diploma prepared) must increase. The number of nurses with master's preparation in nursing will need to increase dramatically by the year 2000.

A Spring 1988 study of six major metropolitan areas conducted by the Hospital Research and Educational Trust, the research affiliate of the American Hospital Association, recommended that State governments: (1) expand support for nursing education and (2) develop articulated nursing education programs and reinforce the need for flexible and convenient class scheduling.

The California Association of Hospitals and Health Systems (CAHHS) in its 1988 report on the registered nurse shortage recommended that state and private university and college systems identify a master plan for nursing education that will: 1) provide for upward movement, without loss of previous credits, between all levels of nursing programs, 2) increase capacity of BSN programs to accept students articulating from other programs, 3) Incorporate a coordinated recruitment campaign, including specific attention to any needed changes in curriculum or communication at the secondary educational level, 4) encourage necessary funding for programs and financial assistance for students, and 5) Integrate nursing education and practice more effectively.

Of California's 231,786 registered nurses, the largest number in any state, approximately twenty-five percent hold a bachelor's or higher degree. If every existing public and private baccalaureate nursing program (26) filled every opening with registered nurse applicants seeking a university degree, there would still be more RNs seeking admission than there are openings. For example, a mailing to RNs this July has to date elicited more than 2,000 responses from nurses interested in a BSN or MSN degree. A copy of that brochure is enclosed with Attachment 3.

Generic (basic) baccalaureate nursing programs are in a position to direct their resources toward bringing new people into the profession, thus responding to the need to increase the absolute number of registered nurses, while programs such as the SNP are strategically designed to promote educational mobility, thus responding to the need to increase the ratio of professional to technical nurses.

2d. **We understand that several SNP sites are at community colleges. How many community colleges participate? Why do community college campuses provide instructional and faculty office space free of charge to SNP? What special articulation arrangements exist between the community colleges participating in the SNP and the Dominguez Hills campus?**

At present the SNP utilizes 12 community colleges as teaching sites,13 as Learning Resource Center sites and 4 as office sites for faculty coordinators or associate coordinators. In addition, 7 community college nurse educators are also serving on a part time basis as associate coordinators for SNP. Plans are in process for another SNP office at a community college and another LRC at a community college. At some community colleges interim space is provided for SNP advisement on an as needed basis. A detailed list of participating community colleges is enclosed as Attachment 4.

Community colleges participate with the SNP for several reasons: a service to their community; a recruitment tool prospective ADN students can see that there is an educational mobility option leading to baccalaureate and/or master's degree in nursing available in their local community; sharing of learning resources; opportunity for qualified ADN nursing faculty to teach a university course. A sample letter outlining collaborative arrangements for an office and/or LRC is enclosed with Attachment 4.

SNP is viewed as an articulation model worthy of consideration for other states. SNP faculty have presented two invited papers at NLN Council of Baccalaureate and Higher Degree Programs conventions; one on "Validation of Prior Learning" (November, 1985); the other titled, "Future Directions for

Registered Nurses in Higher Education: Second Order Change" (November, 1986). The SNP director was appointed to the National Commission on Nursing Implementation Project in 1987, bringing the non-traditional education perspective and a highly regarded articulation model before the Commission.

From its very beginning SNP was designed so that its requirements for entry into the undergraduate nursing program **articulate with every California Community college nursing program.** The SNP is a post licensure BSN program; ADN graduates with a current R.N. license are ready to begin the upper division nursing major.

SNP faculty are regular guests at the meetings of the Northern California ADN Nursing Directors and the Southern California ADN Nursing Directors. Once or twice annually the deans and directors of both the ADN programs and the University programs have a joint meeting. Whenever possible, at the time of the joint meeting, SNP invites ADN directors to meet and discuss educational mobility. The associate director of SNP has participated for the past two years on a joint statewide articulation committee comprised of representatives from Title 5 nursing programs. Since the SNP already articulates with all ADN programs, its presence brings the non-traditional perspective to the attention of other nursing programs seeking to develop more flexible articulation with "feeder" community colleges.

Due to professional accreditation requirements, there are still constraints which particularly affect those universities which offer a basic BSN program with a track for RNs returning to school since the RN must be shown as having met the same requirements as the basic student. The SNP as a post-licensure program accepts RN licensure as evidence of completion of basic nursing requirements; the upper division nursing curriculum does not repeat pre-licensure nursing content.

3. **What does the Statewide Nursing Program cost? Please provide a detailed breakdown of all costs attributed to offering the SNP. Included in this report should be cost data on instruction, administration, institutional support, academic support, student service, etc. Accompanying justifications for these costs would be useful and appreciated.**

Personal Services and Operating Expense fund were used to support the Statewide Nursing Program in 1988-89. For purposes of program administration, the State is currently divided into eight geographic areas. The BSN program is offered in all areas, while the MSN is available in five of the eight areas. These areas encompass nearly 170 teaching sites.

Personal Services

Staff
The original allocation consisted of positions that, for the most part, were not appropriately classified for SNP employees who needed to be transitioned to State-support positions. As a result, appropriate classifications were established and approved by the Chancellor's Office.

BSN Program: positions were established for regional use. Each region (Area A through Area H) was allocated one Clerical Assistant III position which functions in support of assigned Faculty Coordinators and Associates. The CA III classification more appropriately describes duties and responsibilities and also compensates employees previously classified incorrectly as Student Assistants and/or Special Consultants.

MSN Program: Additional clerical support (.5) was required due to increased enrollment and expansion of program sites.

Institutional Support: As a result of "rolling admissions", multiple grade entries and rolling drop/add processes, staffing had to be supplemented from surplus funds in SNP's CERF account.

Faculty
Faculty positions were used to appoint ten full-time 12-month faculty, excluding the Director and Associate Director, and approximately 200 part-time faculty.

Campus Administration
The following figures do not reflect the added costs, absorbed by the campus, of supervision and support from the Office of the Vice President, Academic Affairs and other administrative units.

The table on page 15a displays budgeted and reported fiscal data for the 1988-89 academic year.

4. **Detailed demographic data regarding the program's participants. Who participates in the program? How many headcount and FTE students are enrolled, reported by sex, ethnicity, age, student level, credit load, and region?**

The detailed demographic data for the Statewide Nursing Program's students overall are presented below. However, the data are not able to be broken out by region at this point in

TABLE
STATEWIDE NURSING PROGRAM
BUDGETED & REPORTED FISCAL DATA
1988/89

INSTRUCTION	1988/89 Budgeted Positions	1988/89 Budgeted Amount	1988/89 Reported Positions	1988/89 Reported Amount
Regular Instruction				
Instructional Support	21.5	528,992	20.6	385,783
Instructional Faculty	81.7	2,651,182	81.0	2,815,547
Operating Expenses		76,597		225,465
Total, Instruction .	103.2	3,256,771	101.6	3,426,795
ACADEMIC SUPPORT				
Staff Positions	3.9	99,036	5.6	95,900
Operating Expenses		144,718		42,221
Total, Academic Support	3.9	243,754	5.6	138,121
STUDENT SERVICE				
Staff Positions	5.0	151,560	5.9	93,203
Operating Expenses		16,409		0
Total, Student Services	5.0	167,969	5.9	93,203
INSTITUTIONAL SUPPORT				
Staff Positions	10.2	284,761	9.9	183,920
Operating Expenses		48,731		171,915
Total, Institutional Supp	10.2	333,492	9.9	355,835
PROVISIONS FOR ALLOCATION				
Salary Savings		(63,029)		
Gross Expenditures	122.3	3,938,957	123.0	4,013,954
Receipts				
Revenues				
Non-resident Fee		0		(624)
Application Fee		0		(29,326)
State University Fee		(1,296,300)		(952,302)
Total, Receipts		(1,296,300)		(982,252)
TOTAL, NET GENERAL FUND	122.3	2,642,057	123.0	3,031,702
Fulltime Equivalent Students		655		684
Cost Per Fulltime Equivalent Student		4,034		4,432

time.

1988/89 DEMOGRAPHIC DATA FOR SNP

DATA	TOTALS
Headcount	2133 Enrolled Students
Annual FTE (1988/89)	684 (15 Units per FTE)
Mean Unit Load/Student...	4.8 Units Per Student
Part-time Students.. (6.0 units or less)	2015
Full-time Students.. (6.1 or more units)	118
Age Range	23-69 Years of Age
Mean Average........	35 Years
Class Level:	
* Freshman............	231
Sophomore...........	76
Junior..............	709
Senior..............	729
Graduate............	388
Total...............	2,133
Gender:	
Women...............	96%
Men.................	4%
Ethnicity:	
White...............	89%
Black...............	5%
Mexican American....	2%
Filipino............	1%
Asian...............	1%
Hispanic............	.8%
American Indian.....	.6%
Pacific Islander....	.14%
Other...............	.6%

*For the undergraduate preparatory program (UPP) those applicants who lack 56 transferable units but meet the definition of adult students as defined in Title 5 of the Administrative Code are eligible for admission to the SNP as freshmen (0 - 30 units).

5. **Please provide those studies that discuss, in particular, budgetary and fiscal implications, direct and indirect support staff requirements, unique operating expense requirements, logical support services, and any other information regarding the unique budgeting or cost considerations of the SNP program.**

As provided in the Memorandum of Understanding, the campus and the Chancellor's Office during 1987-88 jointly reviewed policy issues affecting the smooth transition and implementation of SNP to campus-based State-support status. Copies of the reports of the several issue groups defined in the Conversion report are included as Attachment 5. The policy issues identified through this process which appear to constitute barriers to operation of a non-traditional statewide program were summarized by the campus and provided to the Chancellor's Office by President Brownell for resolution. A copy of the President's letter and Vice Chancellor Kerschner's response are also provided in Attachment 6.

6. **Information regarding section 1d of the MOU that discusses the possibility of modifications of formulae in the CSU Budget Formulas and Standards Manual. Please submit any reports or studies pertinent to any modifications.**

Since the SNP has operated only one year under state support, all of the areas where formulae modifications and other policy changes may be needed have not been identified. Currently, however, two areas related to CSU budget formulae have been determined to require changes: the method used to determine the normative generated FTEF (i.e. a new CS number); and the formula used to generate Admissions and Records staffing.

Faculty Staffing. In April 1989, the CSUDH campus submitted a request to the Chancellor's Office to propose the addition of a new CS number and related normative ratios appropriate to the unique mode of delivery of SNP courses. The complete discussion of the rationale for the proposal is included as Attachment 7. This request has been reviewed by the Vice Chancellor for Academic Affairs and has been recommended for approval, pending negotiation with the Unit Three Bargaining Unit. The CS number change will regularize the current ad-hoc approach to faculty staffing and will allow workload reporting to take place in a more straight forward fashion.

Admissions and Records Staffing. The standard CSU formula used to generate an admissions and records position is based on the number of students admitted and enrolled in the system/program rather than the workload or method of operation. The workload for the SNP admissions and records differs from the regular campus A/R offices because of the unique features of the SNP operations and delivery methods. The differences are noted as follows:

Traditional Admissions

The traditional operation has a cutoff admissions date. Generally this is one semester prior to the admitting term.

They must be admitted before the student may register. If the student misses the cutoff date for admissions, he may apply on a contract basis prior to registration. This is basically an " on the spot" admission evaluation of submitted documents.

Non-Traditional Admissions

The non-traditional operation offers rolling admissions - the student may apply and be admitted to the program until the end of the term. This allows a student to register for classes which start and stop during the entire term statewide. This method offers a more flexible admissions schedule. The rolling application processes is more flexible than the contract method used by the regular campus.

Summary

There was an increase of 30% applications for '88/89 state support admission over '87/88 self support admission. Because SNP/A&R operations are rolling, there is a heavier workload for the SNP staff. Three temporary employees had to be hired to accommodate the overload for the 88/89 year.

- More applications must be processed in a shorter time period (4 mo./term). SNP's prompt evaluation of admission is critical to promote better relations and service to the long distance student.

- Personalized letters and follow-up calls regarding the pending documents are mandatory to assist and advise the student of application status.

Non-Traditional Pre-Admission Counseling and Other Services

Other services to prospective students are provided by SNP/A&R throughout the state while the traditional university has diverse resources to provide these (ie. advising, information center, library, testing center, health center, outreach/inquiries).

- For the convenience of the student, SNP has an 800 toll free telephone line to handle student inquiry calls for general information and specific information regarding statewide orientations.

- Preadmission advising on transfer credit and general education coursework.

- Process measles/rubella verifications and correspond with students regarding missing documents.

- A&R is the main contact for basic program information, student status and form requests. This office disburses and mails CSU admission packets, class schedules and other SNP A&R forms upon request.

- A&R processes Library ID cards for new SNP students, and mails the card to the student with the registration confirmation and receipt of payment.

Traditional Registration

The student registers for one or more three unit classes. There is a registration deadline prior to the beginning of the term for both new and continuing students. The adds/drops and refund deadlines are four weeks after the term starts.

Non-Traditional Registration

Continuing and new students register for three (1-2) unit modules, throughout the term with multiple start and stop dates. A course is equal to 3 or 4 units.

1. New students have a rolling registration until the end of the term.

2. Continuing students have a regular and a late registration period prior to the beginning of the term.

3. All students may add and drop classes until the end of the term prior to the first class session.

4. Refunds must be edited and approved for complete withdrawals. This process continues until the end of the term.

Summary

There was an increase in registrations of 49% for '88/89 state support program over the '87/'88 self support program.

There are multiple data entries for SNP registrations, changes and withdrawals, at a 3:1 ratio over traditional student programs.

SNP distributes the first class session rosters to the faculty by mail throughout the state and manually edits final grade rosters monthly to ensure that fees have been paid. The traditional campus student picks up course confirmations and fee receipts at time of registration. The first class session rosters and final grade rosters to faculty are disbursed by campus mail. The edit for outstanding fees is processed by the business office.

Traditional Records/Grades

One grade is assigned and recorded upon completion of a course.

Non-Traditional Records/Grades

Since courses are divided into one unit modules, a grade must be recorded for each completed module. Accordingly, grade posting for the SNP students are at a 3:1 ratio over the traditional campus program. Grade data entries are processed manually because of the multiple courses that start and stop in one months time.

- The changing of incomplete grades may also be a 3:1 ratio for each course if a student changes grades for each one unit module.

Summary

SNP records has approximately triple the workload of a traditional campus records office for posting and updating the students' records. With the 49% increase registrations, the workload also increased considerably over the '87/88 self support program.

7. **Information regarding the transition from self-support to state support. We would like to see these status reports.**

The review called for in section 7b of the Memorandum of Understanding, relative to efforts to achieve state-support for SNP, was an informal assessment by campus and Chancellor's staff in May 1988 of the prospects of such support being included in the final 1988-89 budget. Although the State's fiscal condition at that time was uncertain because of conflicting revenue and expenditure projections, the indications from State fiscal control authorities were that enrollment-related activities would still likely be funded. This assessment proved to be correct.

The 1989 review process is being carried out in the context of the campus self-studies in preparation for an institutional accreditation visit by the Western Association of Schools and Colleges and a program accreditation visit by the National League for Nursing, both of which are scheduled for academic year 1989-90.

8. **How are these administrators and faculty utilized? What are the justifications for this level of administrative overhead? Are these full-time administrator positions, and if so what are the staff's responsibilities? How are faculty**

utilized, and what determines their weighted teaching units (WTU's)?

Please see discussion in response to 2(b) regarding program faculty.

The SNP administrative and faculty structure have been adapted to comply more closely with campus configurations while still maintaining the program's unique delivery system. Under this modified structure, working titles for the Program Director and Associate Director remain the same, however the actual classifications or functions are Department Chair and Assistant Chair respectively. Regional Program Directors are now titled Faculty Coordinators and are classified as full-time Instructional Faculty. These are not administrative positions.

The Director and Associate Director oversee the academic program, development and operation. Faculty Coordinators have workloads consisting of advising, teaching and coordinating (e.g. recommending regional course offerings, conducting student orientations, recommending and orienting new part-time faculty, arranging teaching and clinical sites). These functions receive the normal weighted teaching and assigned time units commensurate with their roles and responsibilities.

9. **What are these traditional standards for nursing programs? How do they differ from non-traditional programs like the SNP, and what are the special problems or needs associated with CSUDH running the SNP program?**

Existing CSU budget formulae and standards were formulated to address the needs of the typical on-campus program. When SNP was initiated, the formula constraints were considered one of the reasons for not housing SNP on a campus. SNP is the largest distance education nursing program in the country and it is one of the largest of all nursing programs. The complexity in reaching out to as many as 3000 students distributed throughout California presents special challenges and opportunities. The existing traditional CSU standards and formulae do not take into consideration large programs where the student and most of the faculty may never actually set foot on the home campus. A distance education program requires special attention to:

Services to Students

Admissions as noted is on a rolling basis; applications are received and acted upon continuously.

Registration is likewise on a rolling basis for new students. All students may take advantage of a rolling add/drop policy to accommodate changes in their work schedule during the academic term.

Records kept by the registrar involve additional data entry due to the modularized course system whereby a grade is entered for each module of the course rather than one grade for the entire course.

A Separate Schedule of Classes is prepared by the program each term. The schedule is a major communication tool which includes information on program and campus policies and procedures and information on degree completion opportunities other than scheduled classes. A current class schedule is included with this document as Attachment 1.

Bookstore services are accessed by written or telephone communication by students. Materials are shipped directly to the student's home. Book ordering information is included in the class schedule. SNP contracts with the bookstore to print module materials, maintain inventory and respond to student needs in a timely and effective manner.

Assigned time for faculty to coordinate and deliver and evaluate services provided at a distance.

Curriculum Materials

Workbooks, syllabi, videotapes, audiotapes and computer programs provide the structured learning which is the key to a distance education program with a high degree of self-directed learning (See Attachment 2). Learning materials must be updated on a regular basis. Some of the cost for updating is borne through the sale of workbooks and syllabi; remaining costs need to be covered out of the instructional budget. Cost of curriculum materials updating is not recognized directly in the present method by which CSU is budgeted.

Telecourses for selected curricular offerings have been developed to better serve rural students. An existing course is adapted to telecourse format using the same learning materials and including an interactive linkage by telephone between students at various sites and the instructor by use of speakerphones at the remote sites and an 800 line at the originating site where the instructor is located.

Faculty

Faculty Affairs in the areas of hiring and evaluating part time faculty.

Payroll in the area of warrant preparation which accommodates courses with rolling beginning and ending dates.

Instructional Support

Staff hiring procedures for sites remote from CSUDH require the faculty coordinator in the area to fulfill some of the functions of the personnel office (advertising, screening).

Communication between and among CSUDH, students, faculty, LRCs and affiliating organizations. Effective communication necessitates the use of a computer network, and fax as well as telephone, mail, and face to face. Two toll-free lines are maintained for students who live outside the 818 or 213 area codes. Tri-annual comprehensive class schedules are produced as well as a quarterly newsletter.

Travel for face to face meetings occurs for full time faculty to come together at CSUDH on a monthly basis, for associate coordinators to meet at CSUDH twice annually, for coordinators to conduct student orientations, advisement sessions, instructor orientations, make arrangements for clinical affiliations, for faculty to travel to remote sites if no local faculty are available, for non-classroom student/faculty activities, for faculty to participate in program and university governance, and for program leadership to visit and monitor distant sites. Funding for distant students to participate in on-campus governance activities has not been available.

Learning Resources

Library resources at CSUDH need extending so that students and faculty may access literature searches and other resources from a distance. Check out privileges at CSU libraries are available to any CSU student. Some SNP students (e.g. South Lake Tahoe, Ukiah, Fork Bragg, Bishop, Lone Pine) do not have a CSU library within a reasonable driving distance.

Learning Resource Centers are a means of providing SNP students with specialized learning materials, selected journals and supplementary texts. The number of LRCs available to serve the students is approaching fifty. While the affiliating institution housing the LRC supplies the space and hardware and shares existing books and journals, the SNP provides the software and supplementary textbooks.

Program Quality Control Monitoring

Evaluation of faculty, staff, curriculum, program delivery and support services all require implementation of distance data collection which respects respondent's rights, is tabulated and analyzed and then necessary changes are implemented statewide.

The above items briefly describe a number of key needs associated with a non-traditional, distance education program which are not taken into consideration by traditional funding formulae and operating procedures.

10. Has this monitoring taken place? What were the results?

The first year of SNP operation on the campus was spent in a self-support mode with staff members from the campus, SNP and the Chancellor's Office using the best information available to predict and provide some direction about how the program might function under state support. As a result of these joint efforts, several policy and procedure issues were identified, adapted and modified through the process described in the response to question 5. Changes that required Chancellor's Office approval were submitted in writing and approved by the Vice Chancellor for Academic Affairs (Attachment 5).

Actual knowledge of how to implement a program, with no precedents, under state support cannot be obtained until the program has had an opportunity to function for several years. During the recently completed first year of operation under state support major effort was expended: 1) developing goals and activities for integrating SNP component functions, operations and delivery system into those of the campus and CSU system; 2) determining how procedures, approaches and policies needed to be modified in order to allow the program to function, at least minimally through the first transitional year; 3) establishing the first budget and positions under state support; 4) orienting and integrating the SNP faculty and staff into campus and CSU functions, operational structures and practices in areas such as RTP, campus committees, admissions and records processing using rolling enrollments and drop/add processes; 5) orienting the campus faculty, staff and administrators to SNP's unique system and functions; and 6) identifying needed changes beyond the scope of the campus such as the need for a new CS number or different payroll procedure for SNP part-time faculty.

Given this context, the "continuing need to monitor the program's actual operation and experience in its new mode until policy and fiscal stability are achieved," refers to allowing the campus to operate SNP and determine, based on experience, what can be readily integrated, what needs modification, what needs substantive changes at the campus or system level, and in essence, what works and what does not. During the 1988-89 academic year, campus faculty, staff and administrators have worked diligently to operate the program while determining its needs as a viable innovative state program.

11. **What are the justifications for students enrolling off-campus, perhaps 1000 miles away from CSUDH, paying these other fees? Could these fees be used to offset a portion of the current 8:1 student faculty ratio?**

The Office of General Counsel indicated that it is a legal requirement for all regularly-matriculated students of a campus to be charged according to the same fee structure, and that bond provisions would reinforce this requirement. With respect to the issue of using student fees to maintain the SNP student-faculty ratio, General Counsel advises that the California courts have held use of student fees for purposes which include faculty salaries to be tuitional in nature, and thus not permitted by the Education Code.

12. **Can CSUDH accommodate program needs of SNP students through other CSU campuses or off-campus centers located near current SNP off-campus sites? If the SNP program generates direct expenditures in only two (instruction and institutional support) of the four program categories used in budgeting traditional programs, what is the justification for the greater costs attributed to the current 8:1 student faculty ratio.**

In order to deliver a Statewide Degree Program, it is necessary to enlist other CSU campuses as service providers to SNP students. For example, through concurrent enrollment at CSUDH and conveniently located CSU campuses, an SNP student can utilize the latter for General Education and/or elective credit requirements, if that campus schedules its courses at times convenient to the SNP students professional and personal obligations. However, for the most part, CSU campuses do not schedule the courses necessary to complete a nursing major at times or places and with predictability over time, which are flexible enough for and convenient to the special needs of the working professional nurse. That unmet set of special needs - those of the employed nursing professional seeking career advancement and diversification -

- constitute the fundamental basis of the reasons for a delivery system as broadly based and complex as the Statewide Nursing Program.

The experience to date has borne out the prediction that SNP tends to generate expenditures only in the instructional and institutional support budgetary programs. However, this has little if any, relationship to the program's student -faculty ratio (SFR). The program SFR is a functional derivation of the needs and level mix of the curriculum and enrollment. This SFR is precisely what the approved formulae produce when existing staffing classifications are applied to the approved SNP curriculum. Additional resources generated in budget programs other than instruction are either transferred to instruction, where they are used to supplement operating expenses for SNP, or they are applied in direct support of academic support dollars purchase SNP, i.e., library volumes and materials for Learning Resource Centers.

13. **What are the justifications for these staffing patterns? How much do these administrative staffing patterns contribute to the current 8:1 student faculty ratio, or are these administrative staff allocations determined by number of faculty?**

The staffing referenced in the "Conversion" document were justified based on the patterns that existed at the time the program was transitioned to the CSUDH campus. The program continues to require this staff support as well as other clerical, technical and administrative support in order to adequately support a growing, disbursed academic delivery system covering eight full-time regional offices, a central office and nearly 170 sites throughout the state. Positions in the area of budget, payroll and admissions and records have been integrated into the respective functions on the campus and continue to support SNP operations. These areas are continuing to assess, from an operational perspective, whether the number of staff positions are adequate considering the program's unique impact on each area. For example, the records area processes 3-4 times more grades per student because the courses are offered in one unit modules. The payroll department processes 3-4 more documents per faculty member due to changes in part-time faculty teaching loads based on the rolling admissions and drop/add processes.

The number of faculty and students that must be serviced by this program directly impact the number of clerical, technical and administrative positions needed to implement its goals. The amount of staffing received by the campus/program is a result of the existing formula, utilizing established input variables.

14. **What were the findings of these small groups, particularly regarding the budgeting and cost analysis of the SNP? What justifications have been provided by these groups that would suggest that the current 8:1 student faculty ratio is appropriate?**

The issue groups recommendations, as noted in the response to question 5, were summarized by the campus and referred to the Chancellor's Office for review and action. These groups did not identify a significant number of budgetary issues at the time; however, several have since arisen and are in various steps of discussion at the campus and system levels. Among them are the appropriate faculty staffing classification to reflect SNP mixed-mode instruction, payroll procedures for part-time faculty, year round trimester operation vs. two semester plus a summer session, and staffing for admissions and records to reflect the more complex, intensive processing workload associated with a rolling admissions, regulation, and modularized curriculum.

15. **If traditional campus-based programs serving a similar student clientele are budgeted at about a 10:4:1 student faculty ratio, why does the Statewide Nursing Program warrant an 8:1 ratio, while on-campus programs receive about 20 percent less? What are the comparative cost considerations, and what are the primary differences between the two types of state-supported programs? What are the current year's data, and can these simulations be run based on these more current data?**

It should be evident by now that the instructional delivery system of the Statewide Nursing Program is markedly different than that of a traditional campus based nursing program. Serving a sizable student body dispersed throughout California, in varying sized clusters, requires flexibility in ability to deploy resources as well as redefinition of traditional faculty workload.

SNP must of necessity be advising-intensive because its students do not have the usual array of campus-based support services immediately available to them. The continuing involvement and responsiveness of faculty is a key-element in retention in a program where students may never see the home campus. Advising is not a "productive" activity in the same sense as lecturing; it does not generate student credit units (SCUs). It does, however contribute significantly to the maintenance of student persistence. For a program like SNP, advising must come to be considered an integral part of faulty workload.

Another element that differentiates SNP from other nursing programs is its utilization of specially developed curriculum materials. These workbooks are a necessary underpinning to establishment and maintenance of quality in a distance learning program, particularly one that is spread over service areas as diverse as the entire State of California. The existing workbooks must be kept up to date, and new courses can only be added to the program if accompanying curricular materials are developed and published. This is a key responsibility of the SNP faculty, collectively and individually. These factors, combined with the scope and complexity of outreach and operations in 8 areas and at 170 sites, require that SNP be looked at in a context that is drastically different from the traditional nursing program. This has been recognized by as conservative a group as the National League for Nursing in its first accreditation of SNP, and is expected to be reaffirmed by NLN when it visits the program again in 1990. SNP needs to be evaluated in terms of its mission and the resources necessary to accomplish that mission. It will never look like a campus-based program and it should never be forced into that mold.

It must be noted that traditional on-campus nursing programs are not budgeted, a priori, at a specific SFR. The 10.4 to 1 is a reported ratio. In fact, no program, except SNP, has an SFR budgeted. Campuses are budgeted on a composite SFR, assignments of positions to individual academic programs are an administrative prerogative.

Appendix C

Statewide Nursing Program Teaching Sites

Statewide Nursing Program
Teaching Sites and Number of students enrolled for Spring 89

Approximately 170 sites are available where classes could be scheduled. Not all sites are in use at any one time.

Area A (Northern California) 215 undergraduate students

Auburn Faith Hospital, Auburn
Butte College, Chico
Sutter Davis Hospital, Davis
Mendocino Coast District Hospital, Fort Bragg
College of the Redwoods, Fort Bragg
Lodi Memorial Hospital
Barton Memorial Hospital, South Lake TAhoe
Memorial Medical Center, Modesto
Napa Valley Jr. College, Napa
Queen of the Valley, Napa
Shasta Community College, Redding
Roseville Community Hospital, Roseville
Kaiser Hospital, Sacramento
Mercy General Hospital, Sacramento
Sutter Memorial Hospital, Sacramento
Kaiser Hospital, San Rafael
Solano Community College, Suisun
Dameron Hospital, Stockton
San Joaquin General Hospital, Stockton
Saint Joseph's Hospital, Stockton
Ukiah General Hospital, Ukiah
Ukiah Adventist Hospital, Ukiah
Sutter Solano Medical Center, Vallejo
Woodland Memorial Hospital, Woodland
Amador Hospital, Jackson
Doctor's Medical Center, Davis
St. Elizabeth Hospital, Red Bluff
Rideout Hospital, Marysville

Area B (Bay area southward) 270 undergraduate students

Seton Medical Center, Daly City
Washington Hospital, Fremont
Gavilan College, Gilroy
St. Rose Hospital, Hayward
Valley Memorial Hospital, Livermore
Children's Hospital, Martinez
Monterey Peninsula College, Monterey
El Camino Hospital, Mountain View
V.A. Hospital, Martinez
Providence Hospital, Oakland
Salinas Valley Memorial Hospital, Salinas
Good Samaritan Hospital, San Jose
Santa Clara County Health Department, San Jose

ATTACHMENTS

1. Fall Schedule, 1989
2. List of Workbooks; Example: BSN 420.2 Epidemiological Methods
3. Teaching Sites and Number of Students by Area - Spring 1989; Map of Geographic Areas, Flyer
4. Participating Community Colleges
   Letter - Community College Collaboration
5. Transition Issue Group Reports
6. Exchange of Correspondence Regarding Issue Group Reports
7. Exchange of Correspondence Regarding Proposed New Course Classification

Mills Memorial Hospital, San Mateo
Dominican Hospital, San Mateo
John Muir Memorial Hospital, Walnut Creek
Watsonville Community Hospital, Watsonville
Alta Bates Herric Hospital, Berkely
Los Medanos College (LRC only)
Contra Costa College (LRC only)

Area C (Central costal area and eastward) 145 undergraduate students; 13 graduate students

Kern Medical Center, Bakersfield
Mercy Hospital, Bakersfield
Delano Regional Medical Center, Delano
Community Hospital of Fresno, Fresno
Kaiser Hospital, Fresno
Valley Children's Hospital, Fresno
Sacred Heart Hospital, Hanford
Mercy Hospital, Merced
Merced Community Medical Center, Merced
Marian Medical Center, Santa Maria
Cuesta College, San Luis Obispo
French Hospital Medical Center, San Luis Obispo
General Hospital, San Luis Obispo
Sierra Vista Hospital, San Luis Obispo
Tulare DIstrict Hospital, Tulare
Twin Cities Community Hospital, Templeton
Kaweah Delta Hospital, Visalia
Arroyo Grande Hospital, Arroyo Grande
Hillheaven Care Center, San Luis Obispo
Twin Cities Convalescent Center, Templeton
Bakersfield Memorial Hospital, Bakersfield

Area D (Santa Barbara south to Los Angeles and east to Nevada border)
163 undergraduate students; 20 graduate students
Northern Inyo Hospital, Bishop
St. Joseph's Hospital, Burbank
Goleta Valley Community Hospital, Goleta
Antelope Valley Community College, Lancaster*
Tayobe Indian Health Clinic, Lone Pine
Southern Inyo Hospital, Lone Pine
Centinel-Mammoth Hospital, Mammoth Lakes
Northridge Medical Center, Northridge* (also MSN)
Ojai Valley Community Hospital, Ojai
Kaiser Hospital, Panorama City
Pleasant Valley Hospital, Camarillo
Ridgecrest Community Hospital, Ridgecrest
Santa Barbara Cottage Hospital, Santa Barbara
St. Francis Hospital, Santa Barbara
Santa Barbara City College, Santa Barbara*
Sherman Oaks Community Hospital, Sherman Oaks
Olive View Medical Center, Sylmar* (also MSN)
Vista Del Mar Hospital, Ventura (also MSN)

Kaiser Permanente Medical Hospital, Woodland Hills
Ventura County Regional Medical Center, Ventura*
College of the Canyons, Valencia
St. John's Regional Medical Center, Oxnard
Veteran's Administration Medical Center, Sepulveda
Santa Barbara Cottage Hospital, Santa Barbara
Centinela Mammoth Hosptial, Mammoth
Sepulveda Veteran's Administration, Sepulveda
High Desert Hospital, Lancaster
Southern Inyo Hospital, Lone Pine
Los Robles Hospital, Thousand Oaks
St. John's Hospital, Oxnard

Area E (greater Los Angeles) 190 undergraduate studuents; 57 graduate students

Arcadia Methodist Hospital, Arcadia
City Of Hope, Duarte
Glendale Adventist Medical Center, Glendale*
Kaiser Hospital,Sunset, Hollywood (also MSN)
LAC/USC Medical Center, Los Angeles
St. Vincent Medical Center, Los Angeles
Daniel Freeman Marina Hospital, Marina del Rey*
Huntington Memorial Hospital, Pasadena
St. Johns Hospital, Santa Monica
Santa Monica Hospital Medical Center, Santa Monica
V.A Medical Center, Brentwood
V.A. Medical Center, Wadsworth
Kaiser Hospital, West Los Angeles
Daniel Freeman Memorial Hospital, Inglewood
Children's Hospital of Los Angeles, Hollywood

Area F (Southwest Los Angeles to northern Orange County)
175 undergraduate students; 60 graduate students

Kaiser Hospital, Bellflower
CSU Dominguez Hills, Carson
Gardena Memorial Hospital, Gardena
Downey Community Hospital, Downey
Kaiser Hospital, Harbor City
Martin Luther King/Drew Medical Center, Los Angeles*
Dominguez Medical Center, Long Beach
Memorial Medical Center, Long Beach
Pacific Hospital, Long Beach
Veteran's Administation Hospital, Long Beach
Saint Francis Medical Center, Lynwood
Harbor-UCLA Medical Center, Torrance
Torrance Memorial Hospital, Torrance
Whittier Presbyterian Inter-Community Hospital, Whittier
St. Mary's Hospital, Long Beach
Torrance Memorial Hospital, Torrance
Anaheim Humana Hospital, Anaheim

Area G (Southern Orange County, Pomona, Riverside, San Bernardino)
336 undergraduate students; 64 graduate students

Kaiser Permanente Medical Center, Anaheim*
Anaheim Memorial Hospital, Anaheim
Saint Mary's Desert Hospital, Apple Valley
Covina Inter-Community Medical Center, Covina
Fountain Valley Community Hospital, Fountain Valley*
St. Jude Hospital, Fullerton
Hemet Valley Community Hospital, Hemet
Humana Hospital, Huntington Beach*
South Coast Hospital, Laguna Beach
Saddleback Community Hospital, Laguna Hills (also MSN)
Mission Community Hospital, Mission Viejo*
Saddleback Community College, Mission Viejo
Hoag Memorial Presbyterian Hospital, Newport Beach*
University of California--Irvine Medical Center, Orange*
Visiting Nurse Association of Orange County, Orange*
Pomona Valley Hospital Medical Center*, Pomona* (also MSN)
Riverside Community Hopital, Riverside* (MSN only)
Kaiser Foundation Hospital, Fontana* (also MSN)
Western Medical Center, Santa Ana*
Intercommunity Hospital, Covina
Mountain Community Hospital, Lake Arrowhead
Veteran's Administration Jerry Pettis Hospital, Loma Linda
Fountain Valley Regional Medical Center, Fountain Valley
San Clemente Hospital, Mission Viejo
Kaiser Permanente Hospital, Riverside
St. Mary's of the Desert, Hesperia
Kaiser Foundation Hospital, Fontana
Victor Valley Community Hospital, Victorville
Riverside Community College, Riverside (LRC only)

Area H (San Diego) 244 undergraduate students

Community Hospital of Chula Vista, Chula Vista
El Centro Regional Medical Center, El Centro*
Palomar Hospital, Escondido*
Imperial Valley College, Imperial*
Scripps Clinic, La Jolla*
Veteran's Administration Hospital, La Jolla*
Grossmont Hospital, La Mesa
Pomerado Hospital, Poway
Kasier Hospital, San Diego*
Mercy Hospital, San Diego*
Brawley Community Hospital, Brawley
Alvarado Hospital, Alvarado
Palomar College, San Marcos
Sharp Memorial Hospital, San Diego
Paradise Valley Hospital, National City
Scripps Hospital, Chula Vista
El Centro Community Hospital, El Centro

Telecourses and challenge courses enrolled about 220 students.

COMMUNITY COLLEGES PARTICIPATING WITH THE STATEWIDE NURSING PROGRAM

As of FALL 89 the Statewide Nursing Program utilizes 12 community colleges as teaching sites, 16 as Learning Resource Center (LRC) sites, 4 as office sites for a faculty coordinator or associate coordinator (Office) , and 7 offices which are occupied by community college faculty who are also serving on a part-time basis as an assoociate coordinator (joint office). At some community colleges interim space is provided for advisement on an as needed basis (advisement).

Antelope Valley College: teaching site and office (LRC planned)
Butte College: teaching site and joint office
College of the Canyons: LRC and advisement space as needed
College of Marin - Novato campus: office*
College of the Redwoods: teaching site
Contra Costa College: LRC
Cuesta College: teaching site, LRC and joint office
Gavilan College: teaching site, LRC and joint office
Imperial Valley College: teaching site and joint office
Los Medanos College: LRC
Monterey Peninsula College: teaching site and LRC
Moorpark College: Advisement space as needed (potential for office)
Napa Valley College: teaching site
Palomar College: teaching site and Office
Saddleback College: teaching site*, LRC and advisement space as needed
Santa Barbara City College: teaching site, LRC and joint office
Shasta College: teaching site and LRC
Solano Community College: teaching site and LRC
Southwestern College: (LRC planned for 1990)
Ventura College: LRC and Office
Victor Valley College: LRC and joint office

*A charge is made for the use of these sites. For all sites the Nursing Program pays for any costs it incurs for telephone, postage, supplies, student assistants.

The LRC is a joint endeavor with the Statewide Nursing Program providng the necessary computer, video and audio software and some print materials and the collaborating campus housing the software for in library use and providing students with access to the hardware on which to view the software. Efforts are made to expand the collection of nursing books so that students in both the community college nursing program and the Statewide Nursing Program can have access to a wider range of resources.
7/89

Appendix D

Substantive Change Report: Transfer of the Statewide Nursing Program from the CSU Consortium to CSU, Dominguez Hills

SUBSTANTIVE CHANGE REPORT:

TRANSFER OF THE STATEWIDE NURSING PROGRAM
FROM THE CSU CONSORTIUM TO
CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

PREPARED FOR THE SENIOR ACCREDITING COMMISSION
OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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SEPTEMBER, 1987

This document has been prepared for submission to the Senior Commission of the Western Association of Schools and Colleges to report a substantive change in the curriculum of California State University, Dominguez Hills; namely, the transfer from the CSU Consortium to CSU, Dominguez Hills of the Statewide Nursing Program (SNP), a unique educational program designed to meet the special needs of employed nursing professionals.

REASON FOR TRANSFER

The transfer of the Statewide Nursing Program from its original home in the CSU Consortium to CSU, Dominguez Hills resulted from a decision by the CSU system administration to phase-out The Consortium as of July 1, 1987. This decision was based in the largest part on a determination that the Consortium as constituted could not achieve and maintain fiscal stability under conditions of self-support financing. Other Consortium programs have been transferred to CSU campuses as well, but the Statewide Nursing Program was by far the largest element of the Consortium's curricular mix, accounting for nearly eighty percent of its enrollments in 1986-87. It was the Chancellor's expressed desire that the Nursing Program be transferred intact and maintain its statewide service mission.

ORIGIN OF THE STATEWIDE NURSING PROGRAM

The Statewide Nursing Program is a response to the need for increased access to higher education for registered nurses (RN). In 1978, the Chancellor's Office requested that the CSU nursing chairs form a committee to design a plan which would increase educational mobility opportunities for registered nurses in California who did not hold a baccalaureate in nursing and found it impossible to attend a traditional campus-based program. During the next two years this planning team was expanded to include representatives from the Board of Registered Nursing, the California Nurses Association, the community colleges and practicing nurses. The team's effort resulted in a proposal for a unique undergraduate curriculum with an instructional delivery system which would increase access to higher education for RNs by adjusting traditional barriers such as time, place and pace of learning. The outcome was an approved bachelor's degree program, especially designed for adult learners, which provides a high degree of flexibility, attention to individual student learning styles, recognition of prior learning, and self-directed learning capabilities.

Following consideration of several options for housing this new program, the decision was made to locate it in the CSU Consortium. Although the Consortium's original mission had included responsibility for statewide academic programs since 1973, the Statewide Nursing Program was its first such program.

The Statewide Nursing Program offered its first undergraduate courses in April, 1981. Contributions from health care agencies supported initial start-up costs. In January, 1982, a grant from the W.K. Kellogg Foundation enabled the program to begin to undertake its statewide mission. In 1983, the undergraduate program received an eight-year accreditation from the National League for Nursing.

Over time, enrollment growth has validated the need for the program. The current undergraduate enrollment is approximately 2900 students. To date, nearly 1000 students have earned the Bachelor of Science in Nursing (BSN) degree through SNP.

Planning for a graduate program in nursing began in 1982. At the request of the W.K. Kellogg Foundation, a funding proposal was prepared and submitted. In March, 1983, the program was funded as part of the "National Project to Increase the Number of Associate Degree Faculty Holding the Master's Degree in Nursing". Additional funding was contributed by health care organizations to include options other than nurse educator in the program.

During the planning year of the grant, a degree proposal was developed and advanced through CSU approval process. Final approvals by the Chancellor and the California Postsecondary Education Commission were received in October, 1984.

The first graduate students began course work in March of 1985. Presently 437 students are pursuing graduate degrees in nursing.

In May 1987, the first 16 graduates of the program were granted the Master of Science: Major in Nursing (MSN) degree.

PHILOSOPHY

The philosophy underlying the undergraduate and graduate programs is predicated on the belief that the professional practice of nursing includes knowledge not only of nursing skills, but also of the arts, sciences, and humanities. Commitment to lifelong learning should be inherent in the practice of professional nursing and nurses should have the opportunity to develop expertise in career options in areas such as direct client care, administration, education, and/or research.

The Statewide Nursing Program's philosophy of learning regards the adult student as a person who is creative, accountable, and responsible, as well as capable of making decisions regarding his/her own learning pace and style. Ability, motivation, and responsibility to learn are regarded as properties of the individual rather than of the faculty or the educational system. Demonstrated successful achievement of the required competencies is the prime criterion for evaluation. The required competencies can be achieved through several learning strategies, permitting adult learners to pursue degree objectives while remaining in their jobs. Emphasis is placed on the individual student's needs with consideration given to the adjustment of barriers such as time and place which can limit participation in traditional higher education programs for many students.

Instruction grounded in this philosophy requires a dynamic student/teacher relationship wherein the teacher facilitates a learning environment that encourages inquiry, critical thinking, and personal accountability. The student is held accountable for achieving and demonstrating learning which has been prescribed by the faculty. Varying combinations of self-directed study, seminar activities, assessment and experiential learning are made available according to individual needs.

PROGRAM DELIVERY METHODOLOGY

Statewide Nursing Program undergraduate and graduate courses are divided into one and two unit modules. Each one unit module is equal to one traditional student credit hour. By dividing a course into modules and identifying learning activities for in-class and out of class learning experiences, the program offers a quality course, comparable in the overall time commitment required by a traditional course.

Through the resources provided by the W. K. Kellogg Foundation, Statewide Nursing Program has developed its own learning materials (workbooks at the undergraduate level and syllabi at the graduate level) and media to guide and facilitate the learning process. All learning activities and evaluation methods are carefully planned and approved by the faculty. Prior to beginning a module, students are able to review the learning objectives, strategies for attaining them and how they will demonstrate to the instructor that they have achieved the objectives at the required level of competence. Students obtain a workbook/syllabus and textbooks several weeks prior to the first class meeting and complete the designated pre-assignments. Other assignments are submitted at specified intervals. Final assignments are due two weeks following the final class meeting.

Typically, a module is completed in 6-8 weeks. Each module has an instructor who meets with students in seminar, individually and in small groups, depending upon the desired learning outcomes and needs of students. Modules are designed to encompass about 45 hours of learning activities at the undergraduate level and 60 hours at the graduate level. A module usually includes 8-12 hours of seminar interaction, while the remaining hours are divided among other learning activities.

Students may enroll in only one module at a time and there are numerous choices as to time and place. Modules must be successfully completed in sequence according to established criteria before the student continues in the curricular progression. Consistency in course content and expectations for student performance are assured through the use of the workbooks and syllabi and the careful orientation of instructional faculty.

LEARNING RESOURCES

Statewide Nursing Program provides undergraduate and graduate students with a wide variety of library resources, including Learning Resource Centers. Library services and holdings available to students include access to all CSU and UC campus libraries, community college libraries, community libraries, and medical libraries maintained by health care institutions. Learning Resource Centers (LRC), most frequently located in existing hospital libraries, contain hardware and faculty developed or designated software, and print materials necessary to support the required module learning activities. The establishment of an LRC is a collaborative effort between SNP and a participating health care institution.

PROGRAM PERSONNEL

The current Statewide Nursing Program Faculty is made up of the program director, associate directors, and regional program directors (RPD). Typically, an RPD holds a faculty position in nursing at a CSU campus or other NLN accredited nursing school and works part-time with SNP on a reimbursed time and/or overload basis. In addition to regular and ad hoc committee work, the nursing faculty meets three times a year for two to three days. The agenda for these meetings typically includes:

> Faculty decision-making or recommendations with regard to curriculum, faculty appointments, and academic standards.
>
> Discussion and resolution of administrative concerns about program delivery in each region, including fiscal and operational procedures.
>
> Standing committee reports to identify and recommend policy. Each standing committee is composed of several Regional Program Directors and student representatives.
>
> Faculty development activities such as in-service workshops, informational meetings, or conference attendance.

The SNP faculty also works closely with instructional design experts in the preparation of learning materials. There is an established process which assures on-going faculty input and approval before program produced materials or externally developed products are integrated into the curriculum.

In addition to the regular SNP faculty, adjunct faculty fulfill important roles in the delivery of a statewide program. These are academically and experientially qualified instructors and mentors who are hired on a contractual basis to teach a specific course and/or provide academic advising. They receive training in workshops to attain and maintain the special skills and knowledge required to perform their academic roles within the framework of the SNP. Evaluations by students, RPDs and administrators help validate the quality, consistency and effectiveness of individual instructors and mentors.

In addition to the instructors who are assigned to SNP also makes use of performance courses (field experience), preceptord at its instructional sites. This role is filled by a registered nurse with a specific area of expertise who is able to facilitate student access to learning experiences available at a particular agency. The preceptor is selected by SNP in consultation with the affiliated agency, but is not compensated by the program.

PROCESS OF TRANSFER DECISION

In late 1986, the CSU administration began to solicit indications of campus interest in assuming responsibility for Consortium degree programs. At that time, CSU, Dominguez Hills considered the potential of several Consortium programs, including the Statewide Nursing Program. A small faculty-administrative committee was appointed to look at this program in particular. The timeline for response was too short to allow this group to do much more than raise a number of questions to which responses would be needed in order to make an informed decision about SNP.

In late April and early May, representatives of the CSU administration again approached the campus to determine if the campus remained interested in assuming responsibility for the Statewide Nursing Program. Using the report of the faculty-administrative committee appointed toward the end of the previous calendar year as the basis for discussions, the President commenced a series of on-campus exploratory meetings to gauge faculty and administrative support for pursuing acquisition of the Statewide Nursing Program. These meetings led to an open forum on May 19 where campus faculty and instructional administrators engaged representatives of the CSU administration, the Consortium, and Statewide Nursing Program in a free-wheeling discussion about the program and the complications inherent in such a transfer.

Following that forum, the President appointed an expanded faculty-administrative task group to develop a draft memorandum of understanding outlining the conditions under which the Dominguez Hills campus would be prepared to assume responsibility for the Statewide Nursing Program. The task group proceeded to meet its charge by using the guidelines of the Academic Senate, CSU, relative to the transfer of Consortium Programs as a point of departure (AS-1697-86/CAC, attachment No. 1). It consulted on the issues involved numerous times with staff from the Chancellor's Office, the Consortium, and the Statewide Nursing Program. Campus discussions were widespread, and included faculty from health-related instructional programs and representatives of CSUDH Academic Senate; as well as instructional deans. On June 16, the campus Academic Senate reviewed the draft Memorandum of Understanding and endorsed efforts to secure transfer of the Statewide Nursing Program to the campus.

On June 22, 1987, President Brownell submitted the proposed Memorandum of Understanding to Chancellor Reynolds. (Attachment No. 2) They met in the Chancellor's office on July 2 to sign the document, thus formalizing the transfer of Statewide Nursing Program from the Consortium to CSU, Dominguez Hills.

TRANSITION PLANNING AND IMPLEMENTATION

Insofar as has been determined, there is no precedent for a program transfer of this nature or magnitude in California higher education, or nationally. With the signing of the Memorandum of Understanding, CSU, Dominguez Hills also became the first public campus in California ever authorized to operate a statewide instructional program. It was very important to campus and system plans that these factors be recognized and well understood by all involved during the negotiations leading to the final agreement. Without a well grounded mutual recognition that the existing body of CSU educational, fiscal, and administrative policy and practice did not contemplate such arrangements, the prospects for a successful transition would be seriously limited. Accordingly, the Memorandum of Understanding explicitly reflects a system commitment to adjust CSU policy and practice as necessary to facilitate campus operation of a statewide non-traditional degree program.

The July 2 Memorandum of Understanding settles the more immediate issues relating to transition of SNP and seeks to identify the many educational and administrative issues which will need to be addressed cooperatively by the Chancellor's Office and CSUDH in the longer term. In his June 22 letter to the Chancellor, President Brownell indicates two priorities in dealing with the immediate issues created by the transfer of Statewide Nursing Program to CSUDH. First would be to ensure continuity of Statewide Nursing Program's regional and national professional accreditation. Second would be to institute a study process to deal with the many issues raised by shifting the program's fiscal base from self-support to state-support while maintaining its flexible, non-traditional nature as required by the 1987-88 Budget Act of the State of California. The manner in which these priorities are being addressed, or will be addressed, is discussed in the balance of this report.

Statewide Nursing Program's baccalaureate program was initially and fully accredited by the National League for Nursing in 1983, and under normal circumstances would not need to be visited again by NLN until 1991. To determine the impact of the transfer of SNP from the Consortium to CSUDH on professional accreditation, a consultation was arranged on July 9 with Dr. Sylvia Hart from the National League for Nursing. Copies of the agenda for that meeting and Dr. Hart's report are provided as Attachment No. 3. In sum, Dr. Hart concluded that this transfer would require a new initial accreditation, but that it could be done within a time frame that would not penalize students admitted on or after September 1, 1987. The campus is anticipating therefore that SNP will undergo an NLN visitation in February 1989, which if successful, would result in NLN accreditation that is retroactive to February 1988 for both the baccalaureate and master's programs. While Statewide Nursing Program remains under WASC accreditation, NLN accreditation would continue for currently enrolled undergraduate students who are completing degree programs started while SNP was a part of the Consortium.

On July 22, representatives of the Chancellor's Office, CSUDH, and SNP met with the Executive Director and the Associate Director of the Western Association of Schools and Colleges at their headquarters in Oakland to discuss the impact of SNP's transfer on the regional accreditation of CSUDH. It was agreed that acquisition of the nursing program constitutes a substantive change under WASC policy, and that a report could need to be filed for consideration by the Senior Commission. The possibility that a substantive change visit could be joined with the campus' next regular institutional accreditation visit was discussed, and deemed possible depending upon the nature of the substantive change report from CSU, Dominguez Hills.

According to the Memorandum of Understanding, the period of transition envisioned, during which the Statewide Nursing Program would be integrated into the campus could be one or two years, depending on the success of the CSU system in achieving General Fund support for SNP in the 1988-89 State budget. Supplemental language in the 1987-88 Budget Act requires CSU to provide a report by October 15 to the California Postsecondary Education Commission and the legislative fiscal committees on the Statewide Nursing Program with recommendations regarding: "...1) the appropriate level of student fees and the appropriate degree of state support and 2) assurance that any program changes retain the statewide availability of the program, accreditation, and the current emphasis on non-traditional adult learners, off-campus sites, flexible scheduling, open-entry/open-exit curriculum and opportunities to test out of courses." Thus, many complex issues related to the transfer of SNP from the Consortium to a campus and its transition from self-support to state support status will need to be addressed in the preparation of this report. Other issues, many of which are equally or more complex, however, will require the longer time frame of the one or two year transition period described above in order to ensure of the proper involvement of regular CSUDH faculty and appropriate adherence to existing campus and CSU policy and procedure.

Thus, the university and SNP leadership see three distinct phases to the successful transition process. Activities involved in each will overlap, but the phases may be roughly divided and a time frame assigned to each:

1. Physical Relocation and Reestablishment of Administrative Processes - July 2 to September 5, 1987
2. Preparation and Review of Legislatively Required Report - August 17 to October 15, 1987
3. Integration and Planning for Transition to State Support - October, 1987 - until completed.

Each phase is described below.

1. Physical Relocation and Reestablishment of Administrative Processes.

   This phase is technically quite complex, but in many ways probably the easiest to accomplish. It includes transferring former Consortium employees to the CSU, Dominguez Hills payroll, establishing an accounting structure, transferring resources from system accounts to campus accounts, identifying and securing suitable facilities on-campus, and providing for the actual physical move. These processes require close cooperation with personnel from the campus, Statewide Nursing Program, and the CSU Chancellor's Office. The physical relocation of the Statewide Nursing Program to CSU, Dominguez Hills took place during the first week of September.

2. Preparation and Review of Legislatively Required Report.

   In order to meet the October 15 reporting deadline established in the Supplementary Language of the 1987-88 Budget Act, and to focus on matters defined as being of interest to the Legislature, high priority has been given to determining the appropriate fee structure and level of state-support for SNP, plus ensuring its continuing statewide availability, maintenance of accreditation, emphasis on non-traditional and adult learners, availability of off-campus sites, flexible scheduling, open-entry/open-exit curriculum, and opportunities to test out of courses.

3. Integration and Planning for Transition to State Support.

   The 1987-88 academic year will be used as a transition period during which the many issues and problems identified in converting a statewide program from system-operated self-support status to campus-operated state-support will be studied and resolved. For an indication of what some of those issues are, please refer to paragraph 1c of the Memorandum of Understanding. The campus envisions that these issues will be addressed by grouping like matters and establishing a number of subgroups composed of knowledgeable individuals from the Statewide Nursing Program, CSUDH, and the Chancellor's Office. The probable groupings would address functions such as student services, academic policy, program delivery and administrative issues, budget and resources, and faculty and staff personnel issues.

Many of the foregoing issues were discussed by the Statewide Nursing Program at its September 17-18, 1987 meeting on the Dominguez Hills campus. There was particular recognition of the need to give special attention to the definition, workload, and functioning of full-time faculty members in a program such as SNP. Aspects of this will be covered in the legislatively mandated report in order to determine the degree of flexibility that will be available under conditions of State support. In order to prepare for a shift in the mode of program operation for 1988-89, discussions will also be pursued in the near-term with the campus and statewide Academic Senates, the faculty bargaining representative, system administration, state level fiscal control agencies, and the regional and national professional accrediting bodies.

APPENDIX A

PROGRAM DESCRIPTION: BSN

The baccalaureate in nursing is considered as minimal preparation for professional nursing practice and as the basis for graduate study to prepare for advanced nursing practice. As a post R.N. licensure BSN program, the undergraduate nursing curriculum articulates with all community college nursing programs. As prescribed by the National League for nursing accreditation criteria, students graduate with generalist preparation in professional nursing at the baccalaureate level.

OUTCOME OBJECTIVES

Upon completion of the BSN program, the graduate will be able to:

1. Provide professional nursing care to clients, families and communities across various cultures and throughout the life cycle through application of critical thinking skills within the framework of the nursing process.
2. Develop collaborative professional relationships as a member or leader of a health care team, working dependently, interdependently, or independently according to the needs of the client and with consideration for the legal, ethical, and moral constraints that influence nursing practice.
3. Synthesize knowledge from the physical and behavioral sciences, humanities, and nursing science to form a basis for professional practice and contribute to the expansion of nursing knowledge though critical analysis of nursing literature and the application of beginning research skills.

The 53-semester-unit undergraduate curriculum includes prerequisite courses and integrated nursing courses. Courses with an asterisk include performance modules (field experience).

Prerequisites

Life Cycle (4)
Culture and Health (4)
Biochemistry (4)
Pathophysiology (4)
Statistics (3)

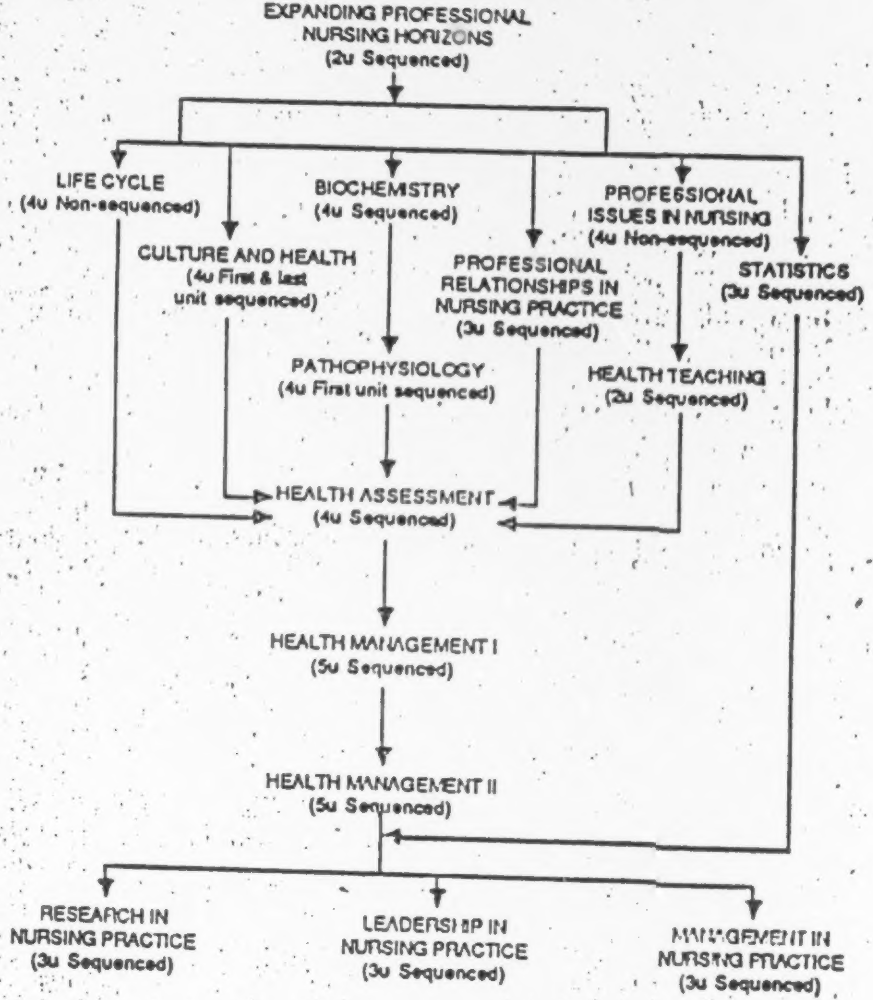
Nursing Major

Expanding Professional Nursing Horizons (2)
Professional Relationships in
Nursing Practice (3)*
Professional Issues in Nursing (4)
Health Teaching (2)
Health Assessment (4)*
Health Management I (5)*
Health Management II (5)*
Research in Nursing Practice (3)
Leadership in Nursing Practice (3)*
Management in Nursing Practice (3)*

(See 12 A)

A total of 132 semester units is required for graduation. Courses in general education categories and elective courses round out the curricular requirements.

BSN CURRICULAR PROGRESSION


EXPANDING PROFESSIONAL NURSING HORIZONS
(2u Sequenced)
LIFE CYCLE
(4u Non-sequenced)
BIOCHEMISTRY
(4u Sequenced)
PROFESSIONAL ISSUES IN NURSING
(4u Non-sequenced)
CULTURE AND HEALTH
(4u First & last unit sequenced)
PROFESSIONAL RELATIONSHIPS IN NURSING PRACTICE
(3u Sequenced)
STATISTICS
(3u Sequenced)
PATHOPHYSIOLOGY
(4u First unit sequenced)
HEALTH TEACHING
(2u Sequenced)
HEALTH ASSESSMENT
(4u Sequenced)
HEALTH MANAGEMENT I
(5u Sequenced)
HEALTH MANAGEMENT II
(5u Sequenced)
RESEARCH IN NURSING PRACTICE
(3u Sequenced)
LEADERSHIP IN NURSING PRACTICE
(3u Sequenced)
MANAGEMENT IN NURSING PRACTICE
(3u Sequenced)

Courses and modules must be successfully completed (grade of C or better) in the order indicated by the curricular progression flowchart. Certain modules within a course may be sequenced. Any deviation from meeting the course prerequisites or sequence is subject to prior written approval by the Regional Program Director.

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APPENDIX B

PROGRAM DESCRIPTION: MSN

The MSN curriculum builds on the outcome competencies of the BSN curriculum and reflects the same philosophy of learning and nursing as the undergraduate program. The curriculum offers the student a choice or role-preparation as a nurse educator, nurse administrator, or clinical nurse specialist in parent-child or gerontology nursing.

The curriculum is organized around the role of the nurse in societal institutions, with emphasis on the application of nursing theory through excellence in professional practice, and the advancement of the profession through research, leadership, and scholarship for the ultimate benefit of the health care needs of society.

OUTCOME OBJECTIVES:

Upon completion of the MSN program, the graduate will be able to:

1. Analyze nursing phenomena (human responses to actual or potential health problems) utilizing the research process, and initiate and evaluate therapeutic action in professional practice.
2. Contribute to the advancement of nursing education, practice, and research through analysis, synthesis, application, and expansion of nursing models and theories.
3. Demonstrate professional performance in advanced practice, in leadership roles, and as participants in the sociotechnical health care delivery system to benefit clients and society at large.

The 36 semester unit graduate curriculum includes core courses, role emphasis courses and a culminated directed project as the culminating graduate experience.

Core Courses

MSN 510	Theory Development (3)
MSN 520	Nsg Role in Soc. Institutions (4)
MSN 530	Strategies for the Application of (3) Theoretical Concepts
MSN 540	Adv. Clin. Focus: Family Health Nursing (4)

MSN 590	Adv. Nursing Research	(3)
MSN 610	Adv. Clin. Role Perf.: Family Health Nursing	(2)

Role Emphasis

ROLE EMPHASIS COURSES

- Nurse Educator

MSN 520 Societal Institutions (4)
MSN 531 Simulation Seminars: Nurse Educator (2)
Advanced Role Performance:
MSN 620NE, MSN 630NE, MSN 640NE (6)

- Nurse Administrator

MSN 522 Societal Institutions (4)
MSN 532 Simulation Seminars: Nurse Administrator (2)
Advanced Role Performance:
MSN 620NA, MSN 630NA, MSN 640NA (6)

- Clinical Specialist

MSN 523 Clinical Specialist: Parent-Child (6)
Advanced Role Performance:
MSN 620PC, MSN 630PC, MSN 640, MSN 650PC (8)
MSN 524 Clinical Specialist: Gerontology (6)
Advanced Role Performance
MSN 620G, 630G, 640G, 650G (8)

ELECTIVES (2)

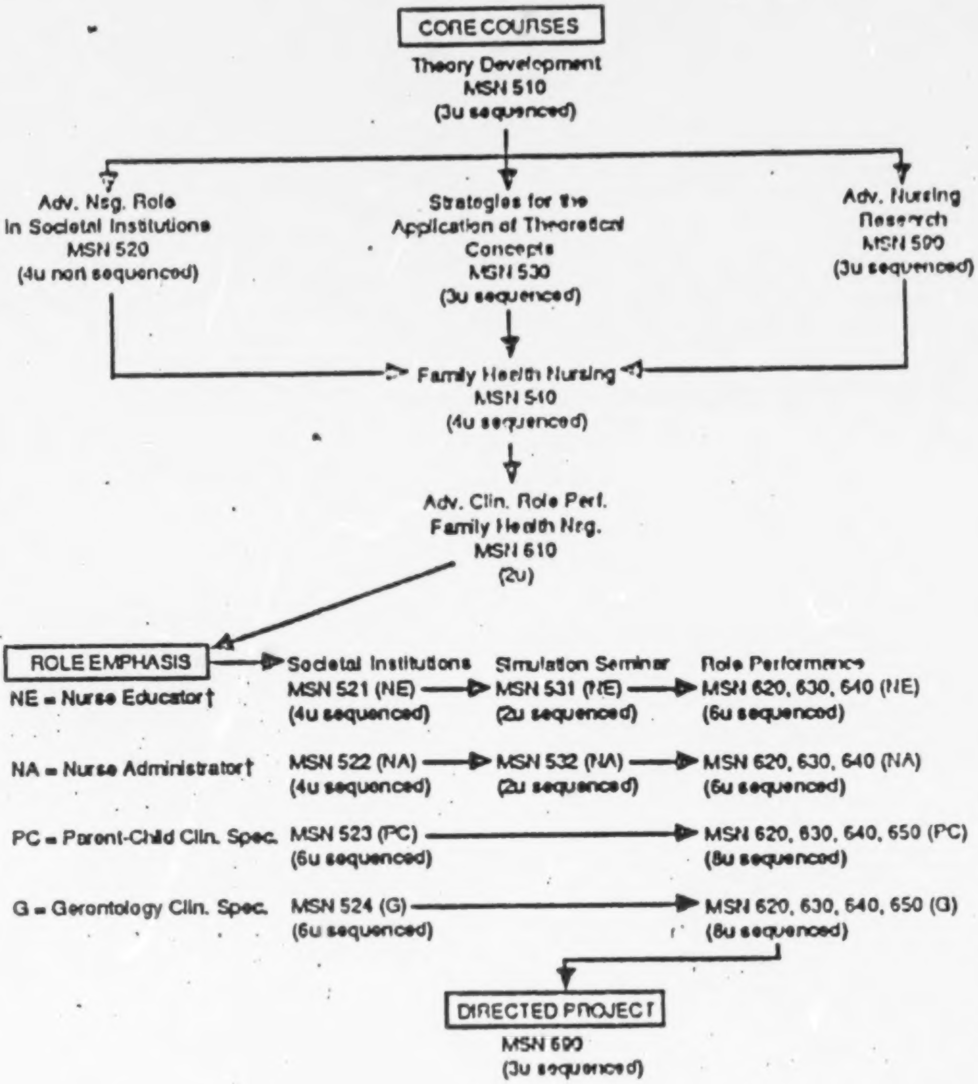
(For nurse educator or administrator option)

MSN 690 Directed Project (3)

Required Total 36 units

(See 14 a)

MSN CURRICULUM SEQUENCE


CORE COURSES
Theory Development
MSN 510
(3u sequenced)
Adv. Nsg. Role
In Societal Institutions
MSN 520
(4u non sequenced)
Strategies for the
Application of Theoretical
Concepts
MSN 530
(3u sequenced)
Adv. Nursing
Research
MSN 590
(3u sequenced)
Family Health Nursing
MSN 540
(4u sequenced)
Adv. Clin. Role Perf.
Family Health Nrg.
MSN 610
(2u)
ROLE EMPHASIS
Societal Institutions
Simulation Seminar
Role Performance
NE = Nurse Educator†
MSN 521 (NE)
(4u sequenced)
MSN 531 (NE)
(2u sequenced)
MSN 620, 630, 640 (NE)
(6u sequenced)
NA = Nurse Administrator†
MSN 522 (NA)
(4u sequenced)
MSN 532 (NA)
(2u sequenced)
MSN 620, 630, 640 (NA)
(6u sequenced)
PC = Parent-Child Clin. Spec.
MSN 523 (PC)
(6u sequenced)
MSN 620, 630, 640, 650 (PC)
(8u sequenced)
G = Gerontology Clin. Spec.
MSN 524 (G)
(6u sequenced)
MSN 620, 630, 640, 650 (G)
(8u sequenced)
DIRECTED PROJECT
MSN 690
(3u sequenced)

Courses and modules must be successfully completed in the sequence indicated. Any deviation in course/module requires written approval by Assoc. Director, Grad. Prog.

†Nurse Educator and Nurse Administrator take 2 units of electives prior to MSN 690. Nurse clinical specialists: take MSN 650 instead of electives prior to 690.

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Appendix E

Memorandum of Understanding

California State University
Dominguez Hills

Office of the President • Carson, CA 90747 • (213) 516-3301

June 22, 1987

Dr. W. Ann Reynolds
Chancellor
The California State University
400 Golden Shore
Long Beach, California 90807

Dear Chancellor Reynolds:

I am pleased to submit for your consideration a proposed Memorandum of Understanding outlining the conditions under which California State University, Dominguez Hills would be prepared to assume responsibility for the existing Consortium system-wide Bachelor of Science and Master of Science in Nursing degree programs. We have developed this document with careful attention to the guidelines offered by the Academic Senate, CSU, relative to the transfer of Consortium programs (AS-1697-86/CAC) and in close consultation with staff from your office, The Consortium, and the Statewide Nursing Program itself. Our discussions on campus have been extensive and intensive. We have consulted with faculty members in related program areas and included them on a special faculty-administrative task group which has been at work since May 19. On June 16, our campus Academic Senate reviewed the proposed Memorandum of Understanding and endorsed efforts to secure the transfer of these programs to California State University, Dominguez Hills.

All of us who have worked to produce the enclosed proposal are keenly aware that if it is accepted, we would be embarking on an effort that is unique in the history and experience of California higher education, and one that has significant implications for realizing the special mission of The California State University to meet the needs of non-traditional adult learners. Accordingly, I can assure you of our commitment to proceed seriously and conscientiously to realize the full potential of this exciting opportunity and to ensure the success of our efforts. To this end, we are appreciative of the understanding demonstrated by all members of the CSU family with whom we have so far dealt of the importance of approaching this transfer in a flexible, open-minded manner.

As you will note in reviewing the enclosure, there are many issues to be resolved before the Statewide Nursing Program can transition to campus-based, State-support status. We have identified numerous policy and operational areas where we cannot expect to start out with fully developed approaches. New policies and procedures will need to be evolved through experience, consultation, and exercise of considerable judgment in order to maintain the non-traditional, flexible character of SNP in its new environment. I am especially mindful that our success in achieving this will significantly influence the system's future development of campus-based non-traditional programs, whether at the regional or statewide levels.

If it is your determination that the Dominguez Hills campus is the appropriate home for the Statewide Nursing Program, it would be my intention immediately to assign members of my staff to undertake planning for the transition in close cooperation with your designees. In particular, I would want to clarify very quickly any questions about the Nursing Program's regional and national professional accreditation after transfer. Such clarification is crucial to the protection of the interests of students already in the programs as well as those who will be admitted when the location changes.

Second, we would need to begin very quickly to develop the report on the future of SNP called for in the 1987-88 Budget Act, and which would need to be submitted to the California Postsecondary Education Commission and the Joint Legislative Budget Committee by October 15. Preparation of this report provides, I believe, the logical forum for studying and resolving in the most timely manner the many issues related to funding and operation of SNP in a state-support mode.

I look forward to your positive response. I will be attending two different meetings June 22-26 and June 29-30. In my absence, Vice President for Academic Affairs James Harris will be acting for me, and will be prepared to see that you are provided any additional information which might be required to facilitate your determination on this matter.

Sincerely,

John A. Brownell

John A. Brownell
Acting President

cc: Dr. William E. Vandament
Dr. Ralph D. Mills
Dr. James G. Harris
Dr. Robert Dowling

MEMORANDUM OF UNDERSTANDING

TRANSFER OF CONSORTIUM BS AND MS PROGRAMS IN NURSING

CAMPUS: CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
PROGRAMS: BACHELOR OF SCIENCE IN NURSING
MASTER OF SCIENCE IN NURSING

This memorandum of understanding provides the basis for cooperating in an innovative educational undertaking between California State University, Dominguez Hills (CSUDH), and the Office of the Chancellor, CSU (O/C), namely to transition the existing Consortium self-support statewide Bachelor of Science and Master of Science programs in Nursing to fully integrated campus-based State-support statewide programs under the auspices of CSUDH and to maintain their non-traditional and flexible approaches during and after the transition.

The parties begin this task with a mutual understanding of the need for and commitment to a positive outcome. Beyond being in the best interests of the CSU, CSUDH, and faculty and staff of the Statewide Nursing Program (SNP), the success of this process is an absolute necessity in order to be able to continue to serve the educational needs of the 3500 students currently enrolled in the programs and to maintain and expand access for others in the nursing profession not yet being served by SNP.

We further recognize that this effort constitutes a first for higher education in California, and perhaps nationally, and thus will require the best cooperative efforts and flexibility of all involved. Accordingly, we are prepared as the process develops to seek creative approaches to the policy and procedural barriers that will inevitably arise, and to focus on the importance of achieving a positive, mutually acceptable outcome.

Effective July 1, 1987, CSU, Dominguez Hills accepts responsibility for operating on a statewide basis the existing Consortium Bachelor of Science and Master of Science programs and staff in Nursing, and for maintaining and fostering the "non-traditional" dimensions of these programs. CSUDH agrees to operate SNP consistent with appropriate guidelines of the Western Association of Schools and Colleges (WASC) and in accordance with applicable sections of the "Policies and Procedures for the Preparation of Proposals and Administration of External Degree Programs" (1978), subject to the following understandings:

1. The Office of the Chancellor and CSU, Dominguez Hills recognize and accept that transitioning heretofore self-support "non-traditional" statewide programs to fully-integrated state-support campus-based statewide status will result in the identification of many areas where program policy or practice are in conflict with either campus or system policy.

   a) CSUDH and O/C agree to consider fiscal 1987-88, and if need be 1988-89, as a transition period for the SNP during which time O/C shall make every effort to secure appropriate state General Fund support for SNP which funding shall be incorporated in the regular CSUDH State-support budget for 1988-89, or, if need be, 1989-90.

   b) O/C will include the BS and MS programs in Nursing on the CSUDH Academic Master Plan submitted to the Board of Trustees for approval in January 1988. These programs will be shown as scheduled for implementation in the 1988-89 academic year as regular state-support programs.

   c) CSUDH and O/C will engage in a joint effort to study, identify and successfully resolve the policy and practical impediments to a smooth transition for SNP from its current status to its contemplated status as a campus-based state-supported non-traditional statewide educational program. Among the areas to be studied are:

      student fees; academic calendar; course classification; workload measurement; budget management and fiscal flexibility; implications of various bargaining contracts; admissions standards; library access; unique service area relationships; faculty personnel issues; curriculum review and development; space utilization; direct and indirect support staff requirements; unique operating expense requirements; logistical support services such as the Statewide Technical Bookstore; participation in commencement ceremonies; issuance of student identification cards; establishment of census dates; financial aid eligibility; options for enrollment in other than Nursing courses required for the BSN.

This review shall be completed prior to the submission of any report CSU is required by the 1987-88 Budget Act to submit concerning the status of SNP. The foregoing list is not exhaustive of the policy and practical issues which may possibly be identified, studied, and resolved during the transition period.
CSUDH and O/C will jointly prepare, review and approve the required document. O/C will apprise CSUDH of all discussions with review and fiscal control agencies regarding the status of SNP.

d) O/C agrees to propose such Title 5 changes and to issue such Executive Orders and other regulations as may be necessary to maintain the statewide non-traditional dimension of SNP under conditions of campus-based, state- or self-support, and which are necessary to promote its smooth and effective operation by CSUDH. CSUDH and O/C understand and agree that the foregoing includes the possibility of modifications of formulae in the CSU Budget Formulas and Standards Manual.

e) Staff from CSUDH and O/C will jointly review SNP fiscal and enrollment status each month during the transition period.

f) CSUDH will inform O/C of any major changes made in SNP during the transition period.

g) O/C will include at least 655 State-support FTES for the statewide BS and MS programs in Nursing in its 1988-89 enrollment projections for CSUDH. In the event efforts to secure external clearances for inclusion of these FTES in the 1988-89 state-support budget are not successful, and CSUDH agrees to maintain SNP for a subsequent year as a self-support program, O/C will repeat these efforts in connection with the 1989-90 state-support budget.

2. a) During 1987-88 and 1988-89, O/C agrees that CSUDH and SNP will continue to have at no charge access to the advice, counsel, and limited services of former Consortium employees who continue to be employed by the CSU. In particular, this refers to former Consortium staff now associated with the Innovative Program Development Center, and to the former fiscal officer who has retreated to the Chancellor's staff.

b) Responsibility for updating and arranging for publication of SNP curriculum materials shall continue to reside with SNP; instructional development and other related services should be secured through the Innovative Program Development Center. For the present, costs for curriculum updating activities will continue to be borne out of revenues generated by the sale of these materials.

c) During the agreed-upon transition period, O/C will continue to maintain the existing computer resource support levels it provides for SNP and The Consortium Admissions and Records Office. CSUDH will include consideration of administrative computing needs of SNP in its plans for development of an automated integrated student records management system (EDEN). O/C agrees that CSUDH may utilize computing maintenance resources to respond to immediate needs created by assumption of responsibility for SNP. CSUDH will evaluate the impact of transferring SNP to CSUDH on existing campus computing resources and request such adjustments as may be warranted in the 1989-90 regular support budget.

3. a) During the transition year, SNP shall report to the Vice President, Academic Affairs, CSUDH, and the Director of SNP will be invited to meet with various campus councils and committees. SNP will be invited to send a representative to the Academic Senate, CSUDH.

b) All long-term organizational arrangements, including the appropriate school status, and policy determinations will be made in a collegial manner, and will include at a minimum consultation with the Academic Senate, CSUDH, and the faculty and administrative staff of SNP.

c) CSUDH and O/C agree that all employees of The Consortium and SNP who transfer to CSUDH under the terms of this agreement shall become employees of CSUDH and shall receive rights and benefits accorded regular CSUDH employees. CSUDH agrees to accept all accrued vacation, sick leave, and compensating time off of transferring employees.

d) O/C will pay the costs of relocation of SNP from its current location at CSU, Long Beach to its CSU, Dominguez Hills location.

e) O/C and CSUDH recognize and agree that the spirit of cooperation underlying this Memorandum of Understanding calls for reasonable interpretations on the part of both parties with respect to precise effective dates cited variously herein. In particular, actual times for complete transfers of personnel, budgetary authority, student and administrative records, equipment and files, etc., may need to be negotiated early in the transition period. CSUDH agrees that former Consortium records staff transferred to CSUDH with SNP may need to assist in activities related to phase out and transfer of Consortium instructional programs other than SNP.

4. a) During 1987-88, or until such time as state-support is achieved and while SNP remains a part of the CSUDH curriculum, SNP student fee-generated funds and revenues shall be transferred to and held in separate CERF accounts established under the jurisdiction of CSUDH.

b) During the period of transition, SNP shall continue to operate according to its existing fiscal procedures, subject to the general supervision of the CSUDH Business Office. Prior to achievement of State support, CSUDH and SNP shall jointly determine appropriate procedures for fiscal operations in the context of requirements of the General Fund, CSUDH fiscal policies and procedures, and the need to maintain the statewide and non-traditional nature of SNP.

c) O/C will maintain a reserve fund of $300,000 in each of fiscal years of 1987-88 and 1988-89 to be applied against any operating deficits which may occur in SNP during its transition from Consortium to CSUDH auspices. To access this reserve fund, CSUDH must prepare a request to O/C to allocate funds to cover an identified deficit. Such request must be accompanied by appropriate justification and identification of need.

d) SNP will provide CSUDH with a listing of accounts and revenues currently held in either the CSU Foundation or in auxiliary organizations at CSU, Long Beach or elsewhere. All such accounts and revenues will be transferred to the CSUDH Foundation, except that with the agreement of CSUDH, revenues generated through the Statewide Technical Bookstore may continue to be held in the appropriate current accounts at the CSU Foundation.

e) SNP will be transferred to CSUDH free of any debts or other fiscal encumbrances.

f) At such time as State-support for SNP is achieved, any surpluses remaining in its CERF accounts after all program obligations are satisfied shall remain with CSUDH for utilization in connection with SNP continuing education developmental activities.

5. a) CSUDH and O/C agree that SNP is a statewide program administered by CSU, Dominguez Hills, and that the service area for this program is the State of California. As such, decisions to expand or contract program size, including establishment or termination of regions and sites where need is identified, are vested in the President of CSUDH. Such decisions shall be made in consultation with the Chancellor. O/C and CSUDH shall jointly establish mechanisms for reviewing the implementation of such decisions.

b) O/C and CSUDH shall jointly examine the nature of and responsibilities inherent in participation by other CSU campuses in SNP as cooperating campuses. The Chancellor will provide necessary assistance in maintaining and/or securing cooperation by CSU campuses to provide for the uninterrupted operation of SNP during and after the period of transition.

6. a) CSUDH and O/C will work cooperatively and take those steps which may be necessary to ensure that the regional and national professional accreditation (by WASC and the National League of Nursing respectively) of SNP are maintained throughout and following the transition period.

b) Subject to approval by WASC and NLN, students in continuing status in SNP when the transition period commences will receive Consortium degrees upon completion of requirements for the BSN or MSN Programs. Similarly, students admitted to conditional or regular status on July 1, 1987, or thereafter will be granted degrees by CSUDH.

c) Consortium students Active as of July 1, 1987 who choose to continue their degree program with CSUDH will not be required to apply for admission to CSUDH. These students will be permitted to retain catalog rights from the date of their admission to The Consortium, and will not be held to any program changes instituted by the campus. This will include Active students who hold Conditional Admission status. Active Student Status is defined in the 1985-87 Consortium catalog. Catalog rights for the Nursing program are defined in the 1985-

87 Consortium catalog, and additionally include all academic policy and curriculum changes which have been officially instituted after the student's admission to The Consortium. While original catalog rights will be guaranteed, students may elect to instead meet CSUDH degree requirements, if approved by appropriate campus authorities.

d) The student's Program of Study will serve as documentation of degree requirements.

e) Consortium students who do not qualify for Active status on July 1, 1987 but who wish to enter the campus Nursing program will be required to apply for admission to CSUDH and to meet the requirements for the degree as defined by CSUDH at the time of their admission.

f) Records on all Active and Inactive Nursing students from The Consortium will be transferred to CSUDH, by September 1, 1987 or as soon thereafter as grades are posted. This will include all relevant back-up material such as Final Grade Rosters and fee payment information. The Consortium Office of Admissions and Records will oversee the transfer in cooperation with the CSUDH designated office.

g) All program management becomes the sole responsibility of CSUDH on July 1, 1987. Prior to that date, Consortium personnel will work with designated campus personnel in preparation for the transition.
Graduation Applications received prior to July 1, 1987 will be processed by The Consortium and the Graduation Fee will be retained by The Consortium to cover evaluation costs. Applications received thereafter will be forwarded to CSUDH for action.

h) Active and Inactive students will be notified of the transfer of the Nursing program to the CSUDH campus by joint letter signed by the Director of The Consortium and the Vice President, Academic Affairs, CSUDH. The letter will provide information per relevant sections of the Memorandum, particularly regarding the student's status in the program. The Consortium Office of Admissions and Records will be responsible for distribution of the letters.

7. a) CSUDH and O/C shall establish mechanisms for ongoing review of implementation of all aspects of this memorandum of understanding. Should O/C not succeed in securing acceptable state-support funding for SNP,

CSUDH reserves the option of maintaining the program on a self-support basis. CSUDH is the sole judge on matters of academic program viability for purposes of this Memorandum of Understanding.

b) Before May, 1988, CSUDH and O/C shall jointly review the status of transition efforts and efforts to achieve State General Fund support for SNP. The President of CSUDH will inform the Chancellor, CSU, of his determination regarding continuation of the program at CSUDH during the 1988-89 academic year based on the results of that review. A similar review and determination regarding subsequent status of SNP will be made before or during May 1989, if the program is to be continued by CSUDH during the 1989-90 academic year.

W. ANN REYNOLDS
CHANCELLOR
THE CALIFORNIA STATE UNIVERSITY

DATE

JOHN A. BROWNELL
ACTING PRESIDENT
CALIFORNIA STATE UNIVERSITY,
DOMINGUEZ HILLS

DATE

Appendix F

Conversion of Statewide Nursing Program to State-Support

CONVERSION OF STATEWIDE NURSING PROGRAM
TO STATE-SUPPORT

California State University
Dominguez Hills

March 1988

CONVERSION OF STATEWIDE NURSING PROGRAM TO STATE-SUPPORT

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CONVERSION OF STATEWIDE NURSING PROGRAM
TO STATE-SUPPORT

I BACKGROUND AND INTRODUCTION

This document was prepared primarily to provide input to a report required by language contained in the Supplementary Report of the Conference Committee relating to the 1987/88 Budget Act concerning the Statewide Consortium Program of The California State University, as follows:

> Consortium Program. The California State University shall report by October 15, 1987 to the California Postsecondary Education Commission (CPEC) and the legislative fiscal committees regarding the statewide Consortium program. The report shall include recommendations regarding (1) the appropriate level of student fees and the appropriate degree of state support and (2) assurance that any program changes retain the statewide availability of the program, accreditation, and the current emphasis on non-traditional adult learners, off-campus sites, flexible scheduling, open-entry/open-exit curriculum and opportunities to test out of courses. The CPEC shall review the report and submit comments and recommendations to the Joint Legislative Budget Committee and the fiscal committees by December 15, 1987.

It has been prepared to serve as a resource and to provide a working agenda for CSU system and CSU, Dominguez Hills to assist in addressing the many complex issues associated with the transition of a statewide program from self-support systemwide operation to State-supported campus-based operation.

The CSU Consortium as a separate entity was phased-out on July 1, 1987, based on a determination that it could not achieve and maintain fiscal stability under its self-support mode of operation. The most complex question posed by the dissolution of the Consortium was the future of the Statewide Nursing Program (SNP), which accounted for almost eighty percent of overall Consortium enrollments in recent years. It was the Chancellor's position that the Statewide Nursing Program should be preserved, maintain its statewide service mission, and be transferred intact to a campus.

No single California public institution has experience in administering a statewide instructional program which offers professional undergraduate and graduate degrees at over 100 sites in 18 separate regions. Further, the adult learner education model developed and continuously refined by SNP since its inception in 1981 is a considerably different delivery system than is used by most public colleges and universities. Accordingly, it was anticipated from the earliest considerations of the possibility of assigning responsibility for the Statewide Nursing Program to a campus that several years would be required in order to have a successful transition, and that the effort would need to be undertaken in close cooperation and coordination between the CSU Chancellor's Office and the receiving campus. These principles were translated into a memorandum of understanding between the Chancellor's Office and CSU, Dominguez Hills which outlines the conditions under which authority for SNP was transferred to that campus, effective July 1, 1987 (Attachment 1).

The unknowns involved in this transfer are more numerous than the knowns. The traditional standards and formulae which have been used by CSU before and since its creation as a system in 1960 did not contemplate the special problems and needs associated with the delivery of a state-supported statewide instructional program by a single campus. Accordingly, the Dominguez Hills campus has determined that during 1987-88, major effort will go into: 1) relocating and settling the Statewide Nursing Program into its new campus home; 2) studying its existing operations and delivery system; 3) determining where SNP and the traditional state-support system fit and do not; and 4) proposing such adjustments in either or both as may be required to facilitate the transition. If General Fund support is provided for SNP in 1988-89, there would be a continuing need to monitor the program's actual operation and experience in its new mode until policy and fiscal stability are achieved.

II SNP STUDENT FEE LEVELS AND STATE SUPPORT REQUIREMENTS

The first major policy issue which the Legislature required to be addressed is "the appropriate level of student fees and the appropriate degree of state support" for the Statewide Nursing Program. These are dealt with separately in this section.

STUDENT FEES

Recommendation No. 1

a) Student fees for the Statewide Nursing Program be established at the same level as charged students in any other State-support program offered by CSU, Dominguez Hills.

b) California State University Dominguez Hills should work with the CSU system office and other CSU campuses to

> ensure the existence of sufficient machinery to make possible appropriate student fee revenue and FTES credit to CSU campuses which provide non-nursing instructional services and support to students in the Statewide Nursing Program.

Formally approved off-campus instruction geared to the special needs of adult learners in the California State University began in the early 1970s as a self-support activity, i.e., students enrolled in off-campus or external degree programs were expected to pay fees sufficient to cover instruction and associated costs of program delivery. Within a decade, however, attitudes at the state level had evolved to accept the notion that there should be equity in fees charged to students on- and off-campus, recognizing that the location of instruction alone should not be the basis for funding decisions or student charges. The 1980 CPEC report, Degrees of Diversity, provided a state level policy framework and process for phasing in State-funded off-campus degree programs. In 1987, the report of the Commission for the Review of the Master Plan for Higher Education, The Master Plan Renewed, recommended that the mission of The California State University include responsibility for the provision of baccalaureate level educational opportunity to adult part-time students, and that the fees charged such students be determined and assessed on an equitable basis in relation to other students.

From its beginning, SNP has operated on a self-support basis, charging fees to students on a per-unit basis for instruction in addition to a variety of service-related fees. Instructional fees went as high as $150 per unit in 1986-87 while SNP was still housed in the Consortium. However, in 1987-88, the undergraduate per unit fee was reduced to $138, mainly in response to indications that the cost was moving beyond the ability of many students to meet it. At present, the primary fee paid by students regularly enrolled in The California State University is the State University Fee. It is non-tuitional, does not pay for any specified services, and is and structured as follows for 1987-88:

	per semester	per quarter
0 - 6.0 units	$183.00	$122.00
6.1 units and above	315.00	210.00

The State University fee will increase to $396 for 0 - 6.0 units and $684 for 6.1 units or more in 1988-89.

Other registration-related fees typically charged students in state-support programs are assessed without regard to the number of units in which a student enrolls. At CSUDH, these fees are, by term:

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	Fall Semester	Spring Semester
Student Activity	15.50	10.50
Student Center	20.00	20.00
Facilities	3.00	3.00
Instructionally Related Activities	5.00	5.00
	$43.50	$38.50

Thus, a student enrolled for 6.0 or fewer units per semester at CSU, Dominguez Hills would pay a registration fee of $226 in the Fall. If a student enrolled for 6.1 units or more, the total charge in the Fall term would be $358.50. The fee total would be $5.00 less for the Spring term.

Because of work schedules, family responsibilities, and the relatively high per-unit cost, the typical SNP student takes three or less academic units per term under the current self-support system. In 1987-88, the cost of course fees for three units would be $414.

Additionally, each SNP student under self-support pays a one-time program fee of $250 which provides for an ongoing advising relationship between the student and SNP mentor/advisor until the degree objective is achieved. Under State-support, with faculty advising responsibilities considered to be an integral part of workload, this practice would either have to end or be continued on the basis of an explicit authorization from the Trustees and/or the Legislature. There may also be bargaining implications, such as overload restrictions, which would require agreement by the faculty unit representative.

In terms of equity for students, as well as for ease of administration, the preferred approach would be for SNP students to pay the same registration fees as do all other matriculated students of CSU, Dominguez Hills. In this way, SNP students would be able to take up to six units per semester for less money than they currently pay for two. The separate program fee would no longer be charged because State-funded faculty workload should be utilized to provide the necessary student advising function.

To the extent that high per-unit cost has been an impediment to SNP student progress -- and there is evidence that it has been-- this access barrier would be significantly reduced, and student movement through the program could be faster because:

- There would no longer be the need to pay additional fees for the non-nursing courses (i.e., General Studies, electives) every SNP student must complete as a part of overall degree requirements.

- Through careful scheduling on-campus, CSUDH will accommodate the needs of many SNP students who can reasonably be expected to come to the campus (i.e., they are located in the Greater Los Angeles Metropolitan Area) if sections of needed courses are available at convenient times.

- Another approach would be to move non-nursing instruction not presently available through the SNP to convenient off-campus locations.

- CSUDH, as a member of the CALNET Instructional Television Fixed Service (ITFS) Consortium in the Los Angeles area, should also be expected to deliver televised courses (live as well as taped) to SNP students at regular hospital-based instructional sites. Many hospitals already reportedly possess the necessary hardware to receive the CSUDH signal; SNP should work with others to ensure that their hardware acquisitions are economical and compatible with the CSU system.

Where CSUDH could not itself conveniently provide the necessary instructional support, such as in Northern California, the campus would work within the CSU system to establish agreements and mechanisms that would permit appropriate fee revenues and FTES credit to CSU campuses which provide non-nursing instructional services and support to students in the Statewide Nursing Program, as has been the practice under self-support. The use of televised courses needs to be explored in connection with low enrollment sites which are remote from CSU campuses.

If, as proposed in the following subsection on appropriate levels of State support for SNP, it is determined to utilize the typical semester campus calendar of two State-support terms and a self-support summer session, fees for the SNP summer session should be brought into line with regular CSU summer session fees, which are roughly half the cost per unit of SNP fees. This would be consistent with the principle of equity in student fees for non-traditional and traditional programs.

B. STATE SUPPORT LEVELS

Recommendation No. 2

a) During 1988-89, State-support funding should be provided for the Statewide Nursing Program on the basis of a projected FTES of 655 according to established CSU budgetary formula. These resources should be identified separately and allocated by the Dominguez Hills campus to support instruction, outreach, and supportive administrative activities of the Statewide Nursing Program.

b) The President of CSUDH should exercise the authority provided by in Executive Order No. 422 to utilize these resources in a manner that allows SNP to continue its statewide mission. Technical/clerical positions generated in budget programs other than instruction by SNP-related input variables should be converted or used as appropriate to meet SNP operating requirements.

c) The President of CSUDH should report to the Chancellor in time for preparation of the 1990-91 Support budget those special formula and input recognitions which are necessary to generate sufficient resources to operate a statewide instructional program in the context of the General Fund.

Preliminary examination of the resources provided by traditional CSU budget formulae for SNP at a level of 655 FTES suggests that a sufficient amount of dollars appears to be generated to continue to operate the Statewide Nursing Program at its current level of service. The approved 1987-88 SNP self-support budget projects an enrollment of 666 FTES at a total expense budget of $3,415,376 for a calculated per FTES cost of $5128. The projected 1988-89 State support budget, with certain estimates and adjustments, projects an enrollment of 655 FTES at an estimated total expense budget of $3,938,957 for a calculated per FTES cost of $6,014.

However, the adequacy of formula budgeted State resources depends on the degree of flexibility which is allowed by policy to utilize these resources directly and indirectly in support of the Statewide Nursing Program in areas where they are needed. More specifically, CSU formulae will produce resources in each of the four major budget programs (instruction, academic support, student services, institutional support) based on the input variables the Chancellor's staff developed for SNP. SNP, however, tends to generate direct expenditures in only two of these programs -- instruction and institutional support. Whether this pattern will change with time under single campus administration remains to be seen with experience. There may be an appreciable resource impact on some or all of the sub-programs within the academic support and student services budget programs. At present, this is not anticipated. Until the implications of campus administration of a statewide program are better understood, if the campus is to work within the traditional CSU framework in operating such a highly non-traditional program, it must be prepared to utilize the full degree of available flexibility to deploy resources where they are actually required. Several years will be required before the campus can provide authoritative judgments about where resource excesses and deficits are produced by traditional formulae and how they may need to be adjusted.

State-Support Instructional Resources

1. Faculty Resources:

   The current Statewide Nursing Program academic personnel include the program director, associate directors, and regional program directors and associates. Typically, a regional program director holds a regular faculty position in nursing at a CSU campus or other NLN-accredited nursing school works part-time with SNP on a reimbursed or overload basis, and serves as a member of the policy-making faculty. Adjunct faculty (instructors and mentors) are hired on a contractual basis to teach most courses and/or to provide academic advising. Up to now, then, there has been no full-time faculty in SNP in the usual sense of that term, i.e., a cadre of persons with full-time teaching loads and a shared commitment to program standards and development.

   Under campus-based State-support, there will need to be fundamental changes in the structure of the SNP faculty. During 1987-88, the CSUDH administration and SNP leadership will need to consider very carefully the definition of full-time faculty status, including the desirability of developing and deploying a cadre of full-time instructors within the CSU workload definition (12 direct instructional WTU, 3 indirect instructional WTU per term), the appropriate roles and compensation for associate directors and regional program directors, the use of assigned time to meet the advising need heretofore met by the assignment of mentors compensated by a student-paid fee, and processes for the appointment, supervision, and evaluation of full-time and adjunct faculty.

   Of particular importance will be establishing and maintaining the proper roles of full-time faculty and a ratio for their utilization in relation to adjunct faculty. CSU projects the generation of 81.9 FTEF to support 655 SNP- FTES enrollments in 1988-89, as follows:

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	FTES	SFR	FTEF	WTU
BSN	565	8.30	68.1	2043
MSN	90	6.60	13.6	408
COMBINED	655	8.01	81.7	2451

From these faculty resources, it will be necessary for SNP to staff its direct instruction for two terms, carry out certain functions which are now identified as management but will in fact fall within the responsibilities of program faculty under State-support and the faculty contract, and meet student advising needs. The CSUDH administration and SNP leadership should proceed immediately to develop a comprehensive analytical model which demonstrates the level and scope of service possible with a budgeted workload of 2451 WTUs.

It can be expected that with the significant reduction in student fees proposed for SNP that there would be increased enrollment demand by both current and new students. To accommodate increased student demand within budgeted resources, and to minimize transitional access problems, it would be best to offer SNP on essentially the same academic calendar as the campus: two State-support semesters, plus a self-support summer session. At present, SNP operates under a calendar that provides for three approximately equal self-support terms. This approach to calendar organization, in addition to reimbursing the ratio of fee equity, would help to resolve several enrollment impaction problems which, are likely in the first stages of State-support. First, as fees go down, demand for the program is likely to rise significantly, and student access will be limited at least until demand stabilizes and instructional resources are projected and provided as they are for other programs. By utilizing General Fund resources over two terms rather than three, it should be possible during the early transitional phrase to accommodate much of the expected increased enrollment demand.

This approach will also resolve certain faculty workload issues which the memorandum of understanding between CSUDH and the Chancellor's Office identified as arising out of the non-traditional nature of SNP. Most importantly, it would be unnecessary to have two different academic calendars operating on the same campus.

2. Administrative, Technical, and Clerical Resources

The administrative and clerical staffing required to operate a statewide instructional program will be richer than for on-campus programs. In addition to whatever level of staff is required in a central office, there will be clerical support needs in the regional offices.

Currently, SNP staffing includes 3.0 positions to monitor its own budget and payroll functions, and an admissions and records office with 9.0 positions. The program office includes about 10.0 positions.

It would appear from available existing budget information that sufficient positions and dollars are provided by regular CSU formulae to cover existing needs. A number of the positions in the budget will need to be held vacant and converted to operating expense funds, however, since the formulae do not generate sufficient operating expense dollars for a program such as SNP. Some special operating needs are addressed in the immediately following paragraphs.

3. Special Operating Costs

There are operations of a statewide instructional program which produce higher expenditures than would be typical of regular instructional programs. Among these would be communications (especially mail, telephone, and data) printing (due to the need for separate bulletins and schedules), and travel (due to SNP's statewide service area; comprehensive faculty meetings three-four times per year at the Dominguez Hills campus, attended by 15-20 Regional Program Directors and Associates).

CSU has included in its 1988-89 Support Budget Proposal a request for $102,939 to cover probable added costs in these areas for the Statewide Nursing Program. This amount is transitional, and the requirements in subsequent years will be stated according to the actual costs of providing the level of services necessary to support a given budgeted enrollment.

It is important to note that the transfer of SNP to the Dominguez Hills campus did not include many of the former Consortium resources devoted to the instructional design and materials revision functions. In order to retain the currency of its curriculum and instructional materials, SNP will need before the 1989-90 CSU support budget is finalized to assess whether to budget for consultant assistance or to enhance its own capacity to maintain and update its unique curriculum and instructional materials.

III MAINTAINING THE NON-TRADITIONAL ASPECTS OF THE STATEWIDE NURSING PROGRAM

Recommendation No. 3

The Chancellor and the President of CSUDH should jointly establish a series of small groups, as outlined below, to develop approaches for resolving the many identified issues related to the transition of the Statewide Nursing Program to a campus-administered State-support program. These groups should be small, but include at least one individual each from the Chancellor's staff, CSUDH faculty and/or administrative staff, and the Statewide Nursing Program. There should also be a steering group appointed to receive, coordinate, and assemble all of the working group recommendations into a coherent programmatic package.

ISSUE GROUP #1

CLASS SCHEDULE
REGISTRATION
ESTABLISHMENT OF CENSUS DATES
ENROLLMENT IN OTHER THAN NURSING COURSES
BULLETIN
STUDENT FEES
ADMISSIONS STANDARDS AND PROCESSING
PARTICIPATION IN COMMENCEMENT
ISSUANCE OF ID CARDS/LIBRARY ACCESS
FINANCIAL AID ELIGIBILITY

Chancellor's Office - Charles Lindahl (or designee)

Dominguez Hills - Kay Davis
Lorraine Destatte
Anita Gash
Jim Kadlac
Roberta Sikula (convener)

ISSUE GROUP #2

CURRICULUM REVIEW AND DEVELOPMENT
COURSE CLASSIFICATION
APPLICABILITY OF SYSTEM AND CSUDH POLICIES
MEETING GRADUATION REQUIREMENTS

CONVERSION OF STATEWIDE NURSING PROGRAM TO STATE-SUPPORT

Chancellor's Office - Janice Erskine
Charles Wilmot

Dominguez Hills Nancy Donaldson
Carol Guze (convener)
Kathleen Johnston
Jamie Webb
Senate Designee (James Welch)

ISSUE GROUP #3

SERVICE AREA CONFIGURATION AND RELATIONSHIPS
LOGISTICAL SUPPORT SERVICES
MEDIATED INSTRUCTIONAL DELIVERY

Chancellor's Office - David Leveille

Dominguez Hills - Nancy Donaldson
Uri Ehrlich
Dennis Fusi
Kathleen Johnston (convener)
Gary Levine
Frank Paine

ISSUE GROUP #4

WORKLOAD MEASUREMENT/COURSE CLASSIFICATION
BUDGET FLEXIBILITY
SPACE UTILIZATION STANDARDS
DIRECT AND INDIRECT SUPPORT STAFF REQUIREMENTS
UNIQUE OPERATING EXPENSE REQUIREMENTS

Chancellor's Office - Don Lea
Charles Wilmot

Dominguez Hills - Bea Bracken
Margaret Coda-Messerle
Marlene Farrell
Bob Kratochvil (convener)
Judith Lewis

ISSUE GROUP #5

ACADEMIC CALENDAR
BARGAINING CONTRACT APPLICABILITY AND PROBLEMS
ROLE OF FULL-TIME FACULTY
FACULTY PERSONNEL ISSUES

CONVERSION OF STATEWIDE NURSING PROGRAM TO STATE-SUPPORT

APPOINTMENT
REVIEW AND EVALUATION
TENURE

Chancellor's Office - FSR/ER Staff Member

Dominguez Hills - Mark DaSilva
Marlene Farrell
Evelyn Hitchcock
Judith Lewis
Gill Robinson (convener)
Senate Designee (Fred Shima)

Coordinating Committee

Chancellor's Office - Ralph Milis

Dominguez Hills - Robert Dowling
Dennis Fusi
Gary Levine (convener)
Judith Lewis

The Legislature asked for assurances that program changes arising out of the transfer of SNP to campus administration and State-support would preserve certain of its more unique aspects. The likely status of these various characteristics under changed conditions is discussed below. Though the point has been made earlier, it may be repeated at the outset of such a discussion that the Chancellor's Office and CSU, Dominguez Hills in coming to the terms specified in the memorandum of understanding shared a concern that because the Statewide Nursing Program presents a unique approach to meeting a highly specialized educational need, it should be transferred and maintained intact to the maximum extent possible. Changes which may result from SNP's operating on a different administrative and funding basis should not affect the fundamental nature of the program or alter its ability to serve employed adult professionals. Even so, a degree of caution must be expressed because there is still much to learn about the fit between SNP and the policy framework which has evolved for more traditional programs in CSU.

A. Statewide Availability

The memorandum of understanding defines the SNP service area as the entire State of California. During 1987-88, the program will continue to be operated in its existing regions and sites.

The memorandum of understanding includes a mechanism for the establishment of new regions. A needs assessment is currently underway to determine the feasibility of offering the BSN in San Bernardino and Riverside counties where SNP currently offers only the MSN. During 1988-89, SNP will study possible reconfiguration of the existing regional structure to determine if more effective ways of maintaining its statewide availability are possible.

B. Accreditation

SNP's baccalaureate program was initially accredited by the National League for Nursing in 1983, and under normal circumstances the program would not be visited by NLN until 1991. To determine the impact of the transfer of SNP from the Consortium to CSUDH on professional accreditation, a consultation was arranged last July with a representative from the National League for Nursing. The NLN concluded that this transfer would require a new initial accreditation, but that it could be accomplished within a time frame that would not penalize students admitted on September 1, 1987, or thereafter. The campus is anticipating, therefore, that SNP will undergo an NLN visit in February 1989, which if successful, would result in retroactive accreditation to February 1988 for both the baccalaureate and master's programs. While SNP remains under WASC accreditation, NLN accreditation would continue for continually enrolled undergraduate students completing degree programs started while SNP was a part of the Consortium.

Also in July, representatives of the Chancellor's Office, CSUDH, and SNP met with the Executive Director and the Associate Director of the Western Association of Schools and Colleges at WASC headquarters to discuss the impact of SNP's transfer on the regional accreditation of CSUDH. It was agreed that acquisition of the Nursing Program constitutes a substantive change under WASC policy, and that a report would need to be filed for consideration by the Senior Commission. The possibility that a substantive change visit could be joined with the campus' next regular institutional accreditation visit was discussed, and deemed possible depending upon the nature of the substantive change report from CSU, Dominguez Hills. That report was filed in October, 1987.

C. Emphasis on Non-traditional Adult Learners

SNP emphasizes the particular needs of non-traditional adult learners in both its admission policies and program delivery. This subsection will focus on how under State-support and campus administration, SNP admissions policies and practices can retain their responsive character. Curricular and resource-related issues are discussed in the immediately following subsections.

The current SNP admissions requirements are:

For the Bachelor's Degree

- Completion of a minimum of 56 semester (84 quarter) units, or the equivalent, in transferable credit from an accredited institution with a grade point average of 2.0 (C) or higher.
- In good standing at the last institution attended.
- Current R.N. licensure or interim permit.

For the Master's Degree

- Completion of an appropriate bachelor's degree from an accredited institution.
- A grade point average of 2.5 or higher in the last 60 semester (90 quarter) units attempted.
- In good standing at the last institution attended.
- Current R.N. licensure.

Current SNP admissions procedures are highly flexible. Undergraduate students may in fact file their application for admission at the first class session they attend, and have the entire term to qualify for formal admission. Graduate students are required to submit an application prior to attending courses.

The admissions policies and procedures of the Statewide Nursing Program are designed to provide the flexibility necessary to allow employed adult professionals to pursue their educational objectives according to the demands of work and personal circumstances. Under self-support, the program is able to respond quickly to student demand, and sections can be added or deleted according to need.

It is The California State University's goal to maintain the maximum possible degree of programmatic flexibility if state support for SNP is achieved. In terms of admissions policy, the most immediate way to facilitate admission of SNP students would be through the existing adult special admission provisions (Title 5, sections 40756 and 40807). So long as SNP applicants have not been engaged in full-time college attendance for the previous five years, they could be qualified for admission under these provisions. If, however, the apparent trend toward shorter time between completion of the RN and beginning of baccalaureate-level studies continues, it may become necessary either to amend existing Title 5 sections or to propose a new Title 5 section which addresses standards for admitting adult learners to programs geared especially to their needs, as recommended in The Master Plan Renewed (1987).

Processing of applications for SNP admission under State-support could also be maintained in the flexible manner of the self-support mode. Current CSU contract registration policy permits applicants who are likely to qualify for regular admission, but for a variety of reasons may not be immediately able to produce all of the documentation necessary to establish eligibility (i.e., transcripts, test scores), until census date to complete the matriculation process. This practice could be adjusted administratively by the Chancellor's office to permit an entire term to establish eligibility in non-traditional programs. If the overwhelming majority of SNP applicants are upper division transfers in adult special admission status, high school transcripts would not be required to complete matriculation.

D. Off-Campus Sites/Flexible Scheduling

As a campus-administered, state-supported program, SNP will continue its established practice of providing nursing courses at off-campus sites, mostly in cooperating hospitals throughout California. Additional regions and sites may be established on the basis of demonstrated need, in accordance with procedures established under the CSU/CSUDH memorandum of understanding. SNP is exploring a model of direct linkage with selected community colleges to permit ADN graduates to pursue BSN and MSN degrees at the community college campus.

Based on data collected since the implementation of SNP, it has been determined that the typical RN admitted to the program requires between twelve and fifteen semester units of General Studies and/or elective credit to meet the overall requirements for an undergraduate degree. SNP students have been able to meet this need essentially in three ways: intra-system enrollment at a participating CSU campus; enrollment in CSU open university (resident extension); enrollment at a non-CSU institution or at a community college if lower division credit meets the particular need. During the 1987-88 and 1988-89 academic years, CSUDH will seek to establish mechanisms within the CSU system, and externally as may be necessary, to ensure maximum flexibility for SNP students while at the same time creating incentives for other institutions to cooperate in the efficient achievement of SNP students' degree objectives.

Similarly, the flexible scheduling of sections to meet student personal and professional needs which has characterized SNP from the beginning should be expected to continue under campus-administered state support. During the 1988 Spring term, CSUDH will experiment with a variety of scheduling modes and instructional locations to meet the needs of SNP students for degree-applicable units in disciplines other than nursing.

E. Open-entry/Open-exit Curriculum

The instructional delivery system pioneered and refined by SNP permits the adult learner to proceed toward his/her educational objective at a pace that fits the requirements of the student's professional and personal lives. Three- and four- unit nursing courses have been divided into one and two unit modules, which are scheduled sequentially, and typically last 6-8 weeks during which each undergraduate unit of enrollment requires on the order of 45 hours of in-class and out-of-class learning activities (60 hours at the graduate level). A students may enroll in as little as one module per term or as many as personal circumstances allow. The student does not lose continuing student or active status as long as he/she enrolls in at least one module or degree-related course every other term.

Operating a non-traditional State-support program with a commitment to maintaining the "rolling" admissions cycle described above and the open entry/open-exit curriculum will require approaching certain administrative functions differently than is done for other programs. With regard to determination of census for example, current CSU practice is to "freeze" census enrollment for an entire campus at either the fifteenth day of instruction (for quarter system campuses) or the twentieth day of instruction (for semester system campuses). Student credit units generated in all courses are tallied and reported to the Chancellor's Office. The data are used for projecting and adjusting future enrollments on which instructional resources are budgeted. However, in the case of SNP, due to its modularized curriculum and continuous admissions cycle, overall enrollment cannot be determined until after a given term is completed. Similarly, the dates for the required CSU Academic Planning Data Base report upon which faculty resources projections are based would need to be adjusted. Probably, given the large number of off-campus sites in the statewide delivery of SNP, its complex schedule would need to be developed separately in a procedural sense from the regular on-campus schedule, but using a compatible system to the extent possible.

There are various ways to deal with these administrative problems which arise out of the curricular and geographic differences inherent in a statewide non-traditional instructional program. SNP could work on the basis of a separately authorized reporting calendar, developed on the basis of the requirements of its special mission. For example, it could report in arrears: that is, it could report actual and end of term data, based on data collected in the previous term. Another approach would be to report on the basis of a calculated ratio using historical data. SNP could determine that by the traditional census date, its system of rolling admissions and open-entry/open-exit could be expected to have yielded a certain fraction of its overall term student credit units. That census date figure could be multiplied by the derived factor, giving the census figure to be reported for the term. Similar possibilities exist with respect to the Academic Planning Data Base. In any regard, it would have to be understood at the campus, system, and State levels that administrative accommodations/adjustments are required in order to maintain the flexible enrollment and scheduling of the Statewide Nursing Program under State-support.

F. Opportunities to Test Out of Courses

SNP should continue to provide its students the opportunity to receive credit for the integrated nursing courses by using standardized examinations approved by the nursing faculty. Beyond this, existing CSUDH policy permits a student to receive credit by examination for any course which he/she is eligible to enroll, and provides a procedure by which this may be accomplished.

Appendix G

Letters Between Lee Kerschner and John Brownell Regarding the Reporting of Statewide Nursing Program Course and Faculty Data

THE CALIFORNIA STATE UNIVERSITY

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OFFICE OF THE CHANCELLOR
(213) 590- 5975

California State University
Dominguez Hills
RECEIVED

JUL 05 1989

Dean
Professional Health Programs

ATTACHMENT 7

JUN 29 1989

Vice President
Academic Affairs

Dr. John A. Brownell, Interim President
California State University, Dominguez Hills
Carson, California 90747

Dear President Brownell:

In your letter of April 18, 1989, you identified the existence of a discrepancy between the level of faculty staffing provided by the course classifications under which the Statewide Nursing Program (SNP) operates and the workload implied by those classifications. You recommended the creation of a new classification exclusively for the SNP to correct this problem.

Our Academic Resources staff have reviewed carefully your proposal to remedy this inconsistency. They are in substantial agreement with your general approach to the problem and recommend the creation of a new classification, C 22, to the existing classification system in order to cover all aspects of instruction in the SNP. Adjusted normative staffing ratios of 114 student credit units per full-time equivalent faculty position (SCU/FTEF) for the undergraduate program and 91 SCU/FTEF for the graduate program appear to be justified and consistent with current staffing ratios.

To the extent that these figures affect computation of faculty workload they must be negotiated with the California Faculty Association (CFA) and agreement reached prior to implementation. To achieve this end, I have requested the Office of Employee Relations to take the issue to the CFA. In addition, I have asked Deputy Vice Chancellor Anthony J. Moye to pursue necessary approvals with control agencies in Sacramento. At the conclusion of this process, the new staffing category, if approved for use, will be restricted to instruction in the SNP. Until the process of negotiation and review is completed, the SNP will continue to be budgeted on the basis of unique staffing ratios for each of the programs.

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275

INFORMATION: (213) 590-5506

In your letter, you expressed perplexity that the combined SFR (budgeted) for both programs appears to vary slightly from year to year. This variance of the combined ratio is an artifact oof the two separate staffing ratios, 8.3 for the BSN and 6.6 for the MSN. The composite can vary depending upon the proportion each program is of the whole.

If you have any questions, please contact Dr. Moye.

Sincerely,

Lee R. Kerschner
Vice Chancellor
Academic Affairs

cc: Chancellor Reynolds
Vice Chancellor Hanner
Vice Chancellor Naples
Deputy Vice Chancellor Moye
Assistant Vice Chancellor Messner
Assistant Vice Chancellor Samit
Vice President Moses

xc: Carol Guze
Gary Levine
√Gill Robinson

California State University
Dominguez Hills

Vice President, Academic Affairs • Carson, CA 90747

MEMORANDUM

April 18, 1989

California State University
Dominguez Hills
RECEIVED
JUL 12 1989
Dean
Professional Health Programs

To: Dr. Lee Kerschner
Vice Chancellor, Academic Affairs

From: Dr. John A. Brownell Jack
President

Subject: Reporting of Statewide Nursing Program Course and Faculty Data

In July of 1987 California State University, Dominguez Hills assumed responsibility for the Consortium's Statewide Nursing Program. The program was converted to state support in 1988-89 with FTES and FTEF allocations determined by extrapolation from its operation as a Consortium self-support program. The program has a 2 year transition period during which all facets of the program will be incorporated into state support structures.

As part of the transition process, we are attempting to determine the most appropriate course classifications for SNP courses. In this memo, we propose the addition of a new CS number and related normative ratios appropriate to the unique mode of delivery of SNP courses. We propose this in keeping with the Memorandum of Understanding between California State University, Dominguez Hills and the Office of the Chancellor. Page 3 of the MOU states: "O/C agrees to propose such Title 5 changes and to issue such Executive Orders and other regulations as may be necessary to maintain the statewide non-traditional dimension of SNP under conditions of campus-based, state- or self-support, and which are necessary to promote its smooth and effective operation by CSUDH. CSUDH and O/C understand and agree that the foregoing includes the possibility of modifications of formulae in the CSU Budget Formulas and Standards Manual."

The major area requiring attention is the method to be used for determination of the normative generated FTEF. All state support programs utilize the Academic Planning Data Base (APDB) for the reporting of enrollments, SCU's by mode and level, faculty workload utilization, room utilization and other data used for planning and analyses. Reports such as the SCAL and FAD are produced each term from the APDB and are used for planning purposes by the campus and the system.

Therefore, it is critical that the SNP course and faculty data be introduced into this process for reporting and planning purposes. Our proposal will speak to one principal component of that data: the student credit hours generated in SNP courses and how they generate the required FTEF to support the program requirements. Our proposal seeks to maintain the current level of FTEF support and, therefore, would not result in any increase in the amount of faculty or staff resources, except as would be warranted by increased enrollment.

As we understand it, each course in CSU state support programs is assigned a Course Classification number (CS number) depending on whether the course is taught in a lecture, seminar, laboratory, activity, sports, production, performance or supervisory mode. There is also a single classification for "non-traditional instruction" which serves as a catch-all for courses taught in modes not described by the other CS numbers. CS numbers and the level of the course (lower division, upper division, graduate division), are assigned normative ratios (the number of student credit units required to generate one FTEF) and these normative ratios ultimately determine the FTEF allocation. After the normative generated FTEF is determined, a "percent need" factor is applied. Prior to coming under state support, SNP courses had neither CS numbers, K factors, normative ratios, nor a percent need factor.

As a point of departure, it might be helpful to understand the major characteristics of SNP courses outlined below:

1. Except for a few 2 unit (2 CCU) courses, all BSN and MSN courses are offered as 1 semester unit (1 CCU) modules. Only upper division undergraduate and graduate courses are offered.

2. All courses are taught in a non-traditional manner which involves a combination of 2 or 3 class meetings per course unit, self-directed study, and supervised learning. However, the "supervision" is not the standard one-on-one supervision ordinarily found in regular "S" courses.

   Courses often utilize computer programs, videotapes and other media which students access as part of their self-directed learning activities. While direct supervision in the courses occurs primarily when the student contacts the instructor with questions, instructors spend a proportionally larger time grading papers and assignments than is the case in traditional campus classes.

3. Courses are offered at numerous sites located throughout the state rather than in traditional classrooms and laboratory settings. The majority of instructors for the SNP courses are full-time professionals and part-time faculty.

4. Except for C78, none of the existing CS numbers is appropriate for the mode in which the SNP courses are taught.

As mentioned earlier, when SNP was initially assigned to state support, it was given an estimated FTES, SFR and FTEF for planning and budget determination purposes. A figure of 800 FTES (12,000 SCU) was used by the CSU Office of Analytic Studies to determine projected FTEF and SFR figures for planning beyond the startup year. Since there were no CS numbers assigned to any SNP courses, the CSU Office of Analytic Studies divided the 12,000 SCU's among C3-C6, S25 and S36 (Attachment 1a). This method did not assign CS numbers to individual SNP courses, but simply divided the aggregate estimated number of student credit units of 12000 among the three

CS numbers. This exercise yielded an SFR of 8.2. There was no attempt at that time to determine the workload implications inherent in placing half of the enrollment in S36 and S25 courses. Attachment 1b was done using our spreadsheet and the same data used by the Office of Analytic Studies to verify the reliability of our spreadsheet calculations.

Later an 1988-89 enrollment projection of 655 FTES and an assigned SFR of 8.02 yielded an allocation of 81.7 FTEF. (We have been unable to determine why the 8.02 SFR and not the 8.2 SFR from the analysis in attachment 1a was used.) Currently, we understand that the 1989-90 enrollment allocation is 850 FTES and the assigned SFR is 8.01 which would result in 106.1 FTEF (again, we were unable to determine why the SFR changed).

While the use of an assigned SFR value has been effective for determining initial allocations for the first two years of SNP under state support, this method is not useful for the purposes of reporting student enrollments and faculty workload in SNP classes for the APDB.

Unless the assigned SFR is carried forward we assume the enrollment data for the 1988-89 year will determine the FTEF allocation for 1990-91. In order for accurate reporting to take place this year, each of the SNP courses must be assigned a CS number with its associated K-factor, and normative ratio.

We have performed analyses (Attachments 2-5) using Spring 1989 enrollment data and assigning several different existing CS numbers (or combinations of them) to determine the FTEF utilized and the FTEF generated for four possible CS number assignments. The enrollment data used for these calculations is preliminary, pending the official census numbers of June 15, 1989.

In the first analysis (Attachment 2), we used a multi-moded split of 50-50 with C-5 and S36 for undergraduate courses and C-5 and S-25 for the graduate courses. This 50-50 split was based on the fact that the students usually meet for 8-9 hours as a class, and the remainder of the coursework is a combination of self-directed and supervised work. The practica courses were assigned to S-25 or S-36. To determine the WTU utilized, we used the assigned K factor of 1 for the C-5 and the number of enrolled students divided by 3 for S-36 and divided by 2 for S-25.

In the second analysis (Attachment 3), all classes were assigned to C-5; in the third (Attachment 4), all classes were assigned to S-25 or S36; and in the fourth (Attachment 5), all classes were assigned to C-78, a category which has the highest normative ratios (i.e. generates at the lowest level), but which is called the non-traditional instruction category. A K factor of 1 was used with the C-78 since that best approximates the past pay scale used by the Statewide Nursing program.

Table 1 (Attachment 6) is a summary of how these four CS assignments utilize and generate FTEF. In each case, there is a considerable discrepancy between the utilized FTEF (WTU utilized/15) and the normative generated FTEF. For example, in the multi-moded analysis (which comes closest to reality) the utilized workload is clearly three times the workload it generates, while the C-5 analysis generates only 73 percent of what is utilized.

We conclude that it is not appropriate to assign any of the existing CS numbers to these courses for the following reasons:

1. The SNP courses were designed to be taught in a manner not anticipated when the Course Classification system was developed and, furthermore, each course combines several instructional modes. Even when one attempts to "arbitrarily" assign CS numbers which might be appropriate, one finds they generate FTEF which do not correspond to the utilized FTEF (Attachment 2-6).

2. Since virtually all of the courses are one unit modules, it will be necessary to assign fractions of units to the C-5 category and the remaining fraction to the S category, if one is to attempt CS classification that reflects the multimoded nature of these courses. (Assignment of more than one mode is commonly done when courses include both lecture and lab or activity.) However, it is important to note that the workload in S courses is dependent on the number of students enrolled (i.e. it is independent of the course credit units); therefore, the WTU due to the S component is the same whether one attributes a lecture component to the course or not. However, calling them S courses is not completely accurate and leads to difficulties with workload.

   In the past and during this first year of state-support operation the Statewide Nursing program has been paying the faculty using a K factor of 1. This was chosen because it most closely approximated how faculty had been paid on self-support. Changing to an enrollment-based workload (using S numbers) would require rewriting of initial contracts for almost every course.

3. The "catch-all" C78 (non-traditional instruction) classification has the highest possible normative ratio and thus does not generate workload at a rate at all commensurate with the staffing needs of SNP.

We therefore request, in keeping with the spirit of the MOU, that a new CS number be established and assigned to SNP courses. We have tentatively assigned an unused number, C22, to be used for this purpose. The associated values for the normative ratios have been calculated, using the 12000 student credit units used in the CSU Office of Analytic Studies calculations to produce an SFR very close to that produced in the CSU Office of Analytic Studies calculations (Attachment 1c). Attachment 7 is the analysis of the Spring SCU's using this proposed CS number. Table 2 (Attachment 6) summarizes the workload, normative generated FTEF and SFR using C22. Attachment 1c shows the result of using the C-22 in the original data used by Analytic Studies when determining the initial assigned SFR.

Attachment 8 contains a summary of the spring 1989 Statewide Nursing program courses offered, the CCU, numbers of sections, enrollment as of this date (this is not final since SNP has a "rolling" enrollment), SCU's, and workload calculations used for the various analyses cited above.

Thus we propose that SNP courses, both undergraduate and graduate, be assigned this number with the normative ratio of 128 for upper division and 90 for graduate courses and an associated K-factor of 1.0. We believe that the process we have employed is similar to the process used when the original Course Classification system was devised and values were assigned to courses in existence at that time.

My staff and I are available to discuss this proposal in more detail.

cc: W. Ann Reynolds, Chancellor
Anthony J. Moye, Deputy Vice Chancellor
Academic Affairs, Resources
Dale Hanner, Vice Chancellor
Business Affairs
Louis V. Messner, Assistant Vice Chancellor
Budget Planning and Administration
Yolanda T. Moses, Vice President
Academic Affairs

curriculum:snpapdb5.489

ATTACHMENT 1a.

CALIFORNIA STATE UNIVERSITY
NORMATIVE STAFFING MODEL
BUDGET YEAR 1987-88
DISTRIBUTION YEAR 1985-86

Budgeted FTES: 800.00

CONSORTIUM
NURSING

Mode	Lower Division	Upper Division	Graduate Division	Total
C01-02				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C03-06				
SCU	0.00	5700.32	293.89	5994.21
FTEF	0.00	22.80	1.68	24.48
C07-14				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C15				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C16				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C17				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C18				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C19				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C20				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C21				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
S12				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
S25				
SCU	0.00	0.00	294.53	294.53
FTEF	0.00	0.00	4.27	4.27
S36				
SCU	0.00	5711.25	0.00	5711.25
FTEF	0.00	68.81	0.00	68.81
S48				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C77				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
C78				
SCU	0.00	0.00	0.00	0.00
FTEF	0.00	0.00	0.00	0.00
Total				
SCU	0.00	11411.58	588.42	12000.00
FTEF	0.00	91.61	5.95	97.56
% SCU	0.00	95.10	4.90	
SCUFTEF	ERR	124.56	98.93	123.00
SFR :	ERR	8.30	6.60	8.20

ATTACHMENT 1b.

```
      SCAL TEMPLATE FOR SNP

SNP, USING INITIAL CHUCK WILMOT DATA TO CHECK OUR MODEL

  PROJ
 BUDGET                               1986-87               NORM    GENER
 ALLOC               F        S       AY-SCU    C/S        RATIO     FTEF
    800=================================================================
  12000     LD          0        0         0  C1-2           500       .0
            UD          0        0         0                 365       .0
            GD          0        0         0                 175       .0
           TOT          0        0         0                           .0
                                 0
            LD          0        0         0  C3-6           295       .0
            UD       2850     2850      5700                 250     22.8
            GD        147      147       294                 175      1.7
           TOT       2997     2997      5994                         24.5
                                 0
            LD          0        0         0   C17            48       .0
            UD          0        0         0                  48       .0
            GD          0        0         0                  48       .0
           TOT          0        0         0                           .0
-----------------------------------------------------------------------
SUB-TOTAL C-LD          0        0         0                           .0
SUB-TOTAL C-UD       2850     2850      5700                         22.8
SUB-TOTAL C-GD        147      147       294                          1.7
    TOTAL C1-78      2997     2997      5994                         24.5
-----------------------------------------------------------------------
            LD          0        0         0   S36            83       .0
            UD       2856     2856      5712                  83     68.8
            GD          0        0         0                  69       .0
           TOT       2856     2856      5712                         68.8
                                 0
            LD          0        0         0   S25           130       .0
            UD          0        0         0                 130       .0
            GD        147      147       294                  69      4.3
           TOT        147      147       294                          4.3
-----------------------------------------------------------------------
SUB-TOTAL S-LD          0        0         0                           .0
SUB-TOTAL S-UD       2856     2856      5712                         68.8
SUB-TOTAL S-GD        147      147       294                          4.3
 TOTAL S25-S48       3003     3003      6006                         73.1
-----------------------------------------------------------------------
                                               NORMATIVE FTEF        97.6
          GR TOT     6000     6000     12000
                                                          SFR         8.2
                                          SCAL GENERATED FTES       800.0
```

KB GASH 04/04/89
(SNPWLMOT.CAL)

ATTACHMENT 1c.

SCAL TEMPLATE FOR SNP

SNP, USING INITIAL CHUCK WILMOT DATA TO VALIDATE C22 CALCULATIONS

```
 PROJ
BUDGET                                  1986-87               NORM     GENER
ALLOC                 F        S        AY-SCU     C/S       RATIO      FTEF
   800===========================================================================
 12000     LD         0        0           0    C1-2          500        .0
           UD         0        0           0                  365        .0
           GD         0        0           0                  175        .0
          TOT         0        0           0                             .0
                               0
           LD         0        0           0    C3-6          295        .0
           UD         0        0           0                  250        .0
           GD         0        0           0                  175        .0
          TOT         0        0           0                             .0
                               0
           LD         0        0           0     C22          150        .0
           UD      5706     5706       11412                  128      89.2
           GD       294      294         588                   90       6.5
          TOT      6000     6000       12000                           95.7
-------------------------------------------------------------------------------
SUB-TOTAL C-LD        0        0           0                             .0
SUB-TOTAL C-UD     5706     5706       11412                           89.2
SUB-TOTAL C-GD      294      294         588                            6.5
    TOTAL C1-78    6000     6000       12000                           95.7
-------------------------------------------------------------------------------
           LD         0        0           0     S36           83        .0
           UD         0        0           0                   83        .0
           GD         0        0           0                   69        .0
          TOT         0        0           0                             .0
                               0
           LD         0        0           0     S25          130        .0
           UD         0        0           0                  130        .0
           GD         0        0           0                   69        .0
          TOT         0        0           0                             .0
-------------------------------------------------------------------------------
SUB-TOTAL S-LD        0        0           0                             .0
SUB-TOTAL S-UD        0        0           0                             .0
SUB-TOTAL S-GD        0        0           0                             .0
 TOTAL S25-S48        0        0           0                             .0
-------------------------------------------------------------------------------
                                                 NORMATIVE FTEF        95.7
         GR TOT    6000     6000       12000
                                                           SFR          8.4
                                             SCAL GENERATED FTES      800.0
```

ATTACHMENT 2.

SCAL TEMPLATE FOR SNP

SNP, SPRING 89 DATA Using 50/50 Split between C5 and S36/S25
(USING PRELIMINARY, PRE-JUNE 15 CENSUS ENROLLMENT DATA)

```
 PROJ
 BUDGET             1988-89 SCU (EST)           NORM   GENER
 ALLOC          F      S      AY   C/S    RATIO    FTEF
   673==================================================
 20198  LD         0      0      0  C1-2     500      .0
        UD         0      0      0           365      .0
        GD         0      0      0           175      .0
       TOT         0      0      0                    .0
                          0
        LD         0      0      0  C3-6     295      .0
        UD      4487   4487   8974           250    17.9
        GD       563    563   1125           175     3.2
       TOT      5050   5050  10099                  21.2
                          0
        LD         0      0      0  C22      150      .0
        UD         0      0      0           128      .0
        GD         0      0      0            90      .0
       TOT         0      0      0                    .0
--------------------------------------------------------
SUB-TOTAL C-LD     0      0      0                    .0
SUB-TOTAL C-UD  4487   4487   8974                  17.9
SUB-TOTAL C-GD   563    563   1125                   3.2
   TOTAL C1-78  5050   5050  10099                  21.2
--------------------------------------------------------
        LD         0      0      0  S36       83      .0
        UD      4487   4487   8974            83    54.1
        GD         0      0      0            69      .0
       TOT      4487   4487   8974                  54.1
                          0
        LD         0      0      0  S25      130      .0
        UD         0      0      0           130      .0
        GD       563    563   1125            69     8.2
       TOT       563    563   1125                   8.2
--------------------------------------------------------
SUB-TOTAL S-LD     0      0      0                    .0
SUB-TOTAL S-UD  4487   4487   8974                  54.1
SUB-TOTAL S-GD   563    563   1125                   8.2
 TOTAL S25-S48  5050   5050  10099                  62.2
--------------------------------------------------------
                                  NORMATIVE FTEF    83.4
       GR TOT  10099  10099  20198
                                            SFR     8.1
                                     ACTUAL FTES   673.3
```

KB GASH 04/04/89
(SNP536.CAL)

ATTACHMENT 3.

```
       SCAL TEMPLATE FOR SNP

SNP, SPRING 89 DATA Putting all SCU's into C5
       (USING PRELIMINARY, PRE-JUNE 15 CENSUS ENROLLMENT DATA)

 PROJ
BUDGET                      1988-89 SCU (EST)                 NORM     GENER
ALLOC               F         S         AY       C/S       RATIO      FTEF
  673============================================================================
  20196     LD          0         0          0  C1-2          500        .0
            UD          0         0          0                365        .0
            GD          0         0          0                175        .0
           TOT          0         0          0                           .0
                                  0
            LD          0         0          0  C3-6          295        .0
            UD       8973      8973      17946                250      35.9
            GD       1125      1125       2250                175       6.4
           TOT      10098     10098      20196                          42.3
                                  0
            LD          0         0          0   C22          150        .0
            UD          0         0          0                128        .0
            GD          0         0          0                 90        .0
           TOT          0         0          0                           .0
------------------------------------------------------------------------------
SUB-TOTAL C-LD          0         0          0                           .0
SUB-TOTAL C-UD       8973      8973      17946                          35.9
SUB-TOTAL C-GD       1125      1125       2250                           6.4
    TOTAL C1-78     10098     10098      20196                          42.3
------------------------------------------------------------------------------
            LD          0         0          0   S36           83        .0
            UD          0         0          0                 83        .0
            GD          0         0          0                 69        .0
           TOT          0         0          0                           .0
                                  0
            LD          0         0          0   S48           53        .0
            UD          0         0          0                 53        .0
            GD          0         0          0                 53        .0
           TOT          0         0          0                           .0
------------------------------------------------------------------------------
SUB-TOTAL S-LD          0         0          0                           .0
SUB-TOTAL S-UD          0         0          0                           .0
SUB-TOTAL S-GD          0         0          0                           .0
 TOTAL S25-S48          0         0          0                           .0
------------------------------------------------------------------------------
                                                 NORMATIVE FTEF         42.3
          GR TOT    10098     10098      20196
                                                             SFR        15.9
                                                    ACTUAL FTES        673.2
```

KB GASH 04/04/89
(SNPC5.CAL)

ATTACHMENT 4.

```
       SCAL TEMPLATE FOR SNP

SNP, SPRING 89 DATA Putting all SCU's into S36 and S25
       (USING PRELIMINARY, PRE-JUNE 15 CENSUS ENROLLMENT DATA)

  PROJ
 BUDGET               1988-89 SCU (EST)                NORM    GENER
 ALLOC            F          S         AY     C/S     RATIO     FTEF
   673================================================================
  20196   LD      0          0          0   C1-2        500       .0
          UD      0          0          0               365       .0
          GD      0          0          0               175       .0
         TOT      0          0          0                         .0
                             0
          LD      0          0          0   C3-6        295       .0
          UD      0          0          0               250       .0
          GD      0          0          0               175       .0
         TOT      0          0          0                         .0
                             0
          LD      0          0          0    C22        150       .0
          UD      0          0          0               128       .0
          GD      0          0          0                90       .0
         TOT      0          0          0                         .0
--------------------------------------------------------------------
SUB-TOTAL C-LD    0          0          0                         .0
SUB-TOTAL C-UD    0          0          0                         .0
SUB-TOTAL C-GD    0          0          0                         .0
    TOTAL C1-78   0          0          0                         .0
--------------------------------------------------------------------
          LD      0          0          0    S36         83       .0
          UD   8973       8973      17946                83    108.1
          GD      0          0          0                69       .0
         TOT   8973       8973      17946                      108.1
                             0
          LD      0          0          0    S25        130       .0
          UD      0          0          0               130       .0
          GD   1125       1125       2250                69     16.3
         TOT   1125       1125       2250                       16.3
--------------------------------------------------------------------
SUB-TOTAL S-LD    0          0          0                         .0
SUB-TOTAL S-UD 8973       8973      17946                      108.1
SUB-TOTAL S-GD 1125       1125       2250                       16.3
 TOTAL S25-S48 10098      10098      20196                      124.4
--------------------------------------------------------------------
                                          NORMATIVE FTEF       124.4
        GR TOT 10098      10098      20196
                                                     SFR         5.4
                                             ACTUAL FTES       673.2
```

KB GASH 04/04/89
(SNP2536.CAL)

ATTACHMENT 5.

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      SCAL TEMPLATE FOR SNP

SNP, SPRING 89 DATA Putting all SCU's into C78
       (USING PRELIMINARY, PRE-JUNE 15 CENSUS ENROLLMENT DATA)

 PROJ
 BUDGET                  1988-89 SCU (EST)                NORM      GENER
 ALLOC              F            S          AY      C/S    RATIO      FTEF
    673====================================================================
  20196   LD            0        0          0   C1-2         500        .0
          UD            0        0          0                365        .0
          GD            0        0          0                175        .0
         TOT            0        0          0                           .0
                                 0
          LD            0        0          0   C3-6         295        .0
          UD            0        0          0                250        .0
          GD            0        0          0                175        .0
         TOT            0        0          0                           .0
                                 0
          LD            0        0          0    C78         500        .0
          UD         8973     8973      17946                500      17.9
          GD         1125     1125       2250                500       2.3
         TOT        10098    10098      20196                         20.2
---------------------------------------------------------------------------
SUB-TOTAL C-LD          0        0          0                           .0
SUB-TOTAL C-UD       8973     8973      17946                         17.9
SUB-TOTAL C-GD       1125     1125       2250                          2.3
    TOTAL C1-78     10098    10098      20196                         20.2
---------------------------------------------------------------------------
          LD            0        0          0    S36          83        .0
          UD            0        0          0                 83        .0
          GD            0        0          0                 69        .0
         TOT            0        0          0                           .0
                                 0
          LD            0        0          0    S25         130        .0
          UD            0        0          0                130        .0
          GD            0        0          0                 69        .0
         TOT            0        0          0                           .0
---------------------------------------------------------------------------
SUB-TOTAL S-LD          0        0          0                           .0
SUB-TOTAL S-UD          0        0          0                           .0
SUB-TOTAL S-GD          0        0          0                           .0
 TOTAL S25-S48          0        0          0                           .0
---------------------------------------------------------------------------
                                                NORMATIVE FTEF      20.2
         GR TOT     10098    10098      20196
                                                           SFR      33.3
                                                   ACTUAL FTES     673.2
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(SNPC78.CAL)

ATTACHMENT 6.

SUMMARY OF STATEWIDE NURSING PROGRAM WORKLOAD CALCULATIONS
(USING PRELIMINARY, PRE-JUNE 15 CENSUS ENROLLMENT DATA)

TABLE 1. Using Current CS Number Classifications

Existing CS#	Utilized		Normative		Attachment Number
	WTU	FTEF	FTEF	SFR	
C5/S25/36	3590	239	83.4	8.1	2
C5	913	61	42.3	15.9	3
C25/36	3133	209	124.4	5.4	4
C78	913	61	20.2	33.3	5

TABLE 2. Using Proposed C22 Course Classification Number

Proposed CS#	Utilized		Normative		Attachment Number
	WTU	FTEF	FTEF	SFR	
C22	913	61	82.6	8.1	7

ATTACHMENT 7.

```
       SCAL TEMPLATE FOR SNP

SNP, SPRING 89 DATA Using Newly Assigned C22
       (USING PRELIMINARY, PRE-JUNE 15 CENSUS ENROLLMENT DATA)

  PROJ
 BUDGET                  1988-89 SCU (EST)                 NORM    GENER
 ALLOC              F        S        AY      C/S      RATIO     FTEF
     673=============================================================
  20196    LD           0        0        0  C1-2        500       .0
           UD           0        0        0                365       .0
           GD           0        0        0                175       .0
          TOT           0        0        0                          .0
                                 0
           LD           0        0        0  C3-6        295       .0
           UD           0        0        0                250       .0
           GD           0        0        0                175       .0
          TOT           0        0        0                          .0
                                 0
           LD           0        0        0   C22        150       .0
           UD        8973     8973    17946                128     70.1
           GD        1125     1125     2250                 90     12.5
          TOT       10098    10098    20196                       82.6
---------------------------------------------------------------------
SUB-TOTAL C-LD          0        0        0                          .0
SUB-TOTAL C-UD       8973     8973    17946                       70.1
SUB-TOTAL C-GD       1125     1125     2250                       12.5
    TOTAL C1-78     10098    10098    20196                       82.6
---------------------------------------------------------------------
           LD           0        0        0   S36         83       .0
           UD           0        0        0                 83       .0
           GD           0        0        0                 69       .0
          TOT           0        0        0                          .0
                                 0
           LD           0        0        0   S48         53       .0
           UD           0        0        0                 53       .0
           GD           0        0        0                 53       .0
          TOT           0        0        0                          .0
---------------------------------------------------------------------
SUB-TOTAL S-LD          0        0        0                          .0
SUB-TOTAL S-UD          0        0        0                          .0
SUB-TOTAL S-GD          0        0        0                          .0
 TOTAL S25-S48          0        0        0                          .0
---------------------------------------------------------------------
                                              NORMATIVE FTEF     82.6
         GR TOT     10098    10098    20196
                                                         SFR      8.1
                                                 ACTUAL FTES    673.2
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(SNPC22.CAL)

'ATTACHMENT 8.

4/04/89 SUMMARY OF SPRING, 1989 SNP ENROLLMENT DATA Page 1
(USING PRE-JUNE 15 CENSUS DATA)

Dept	Crs	Title	CCU	# of Sections	Total Enrollment	Multi-Mode WTU	S25/36 WTU	C5/22/78 WTU	SCU
BSN	3101	EXPAND PROF NSG HORIZONS	1	53	283	120.8	94.3	53	283
BSN	3102	EXPAND PROF NSG HORIZONS	1	54	311	130.7	103.7	54	311
BSN	3151	LIFE CYCLE	1	11	122	46.2	40.7	11	122
BSN	3152	LIFE CYCLE	1	11	122	46.2	40.7	11	122
BSN	3153	LIFE CYCLE	1	15	209	77.2	69.7	15	209
BSN	3154	LIFE CYCLE	1	15	233	85.2	77.7	15	233
BSN	3251	CULTURE AND HEALTH	1	19	307	111.8	102.3	19	307
BSN	3252	CULTURE AND HEALTH	1	18	285	104.0	95.0	18	285
BSN	3253	CULTURE AND HEALTH	1	18	288	105.0	96.0	18	288
BSN	3254	CULTURE AND HEALTH	1	22	339	124.0	113.0	22	339
BSN	3351	BIOCHEMISTRY	1	14	212	77.7	70.7	14	212
BSN	3352	BIOCHEMISTRY	1	14	203	74.7	67.7	14	203
BSN	3353	BIOCHEMISTRY	1	12	189	69.0	63.0	12	189
BSN	3354	BIOCHEMISTRY	1	12	210	76.0	70.0	12	210
BSN	3401	PROF REL IN NSG PRAC	1	16	216	80.0	72.0	16	216
BSN	3402	PROF REL IN NSG PRAC	2	16	209	85.7	69.7	32	418
BSN	3451	PATHOPHYSIOLOGY	1	17	236	87.2	78.7	17	236
BSN	3452	PATHOPHYSIOLOGY	1	17	227	84.2	75.7	17	227
BSN	3453	PATHOPHYSIOLOGY	1	17	233	86.2	77.7	17	233
BSN	3454	PATHOPHYSIOLOGY	1	21	282	104.5	94.0	21	282
BSN	3601	PROF ISSUES IN NURSING	1	7	79	29.8	26.3	7	79
BSN	3602	PROF ISSUES IN NURSING	1	7	77	29.2	25.7	7	77
BSN	3603	PROF ISSUES IN NURSING	1	7	83	31.2	27.7	7	83
BSN	3604	PROF ISSUES IN NURSING	1	7	84	31.5	28.0	7	84
BSN	3701	HEALTH TEACHING	1	19	244	90.8	81.3	19	244
BSN	3702	HEALTH TEACHING	1	19	249	92.5	83.0	19	249
BSN	3801	HEALTH ASSESSMENT	1	10	104	39.7	34.7	10	104
BSN	3802	HEALTH ASSESSMENT	1	10	99	38.0	33.0	10	99
BSN	3803	HEALTH ASSESSMENT	1	10	102	39.0	34.0	10	102
BSN	3804	HEALTH ASSESSMENT	1	9	99	37.5	33.0	9	99
BSN	4051	STATISTICS	1	24	356	130.7	118.7	24	356
BSN	4052	STATISTICS	1	23	343	125.8	114.3	23	343
BSN	4053	STATISTICS	1	23	339	124.5	113.0	23	339
BSN	4101	HEALTH MANAGEMENT I	1	3	35	13.2	11.7	3	35
BSN	4102	HEALTH MANAGEMENT I	1	3	35	13.2	11.7	3	35
BSN	4103	HEALTH MANAGEMENT I	1	3	33	12.5	11.0	3	33
BSN	4104	HEALTH MANAGEMENT I	2	9	62	29.7	20.7	18	124
BSN	4201	HEALTH MANAGEMENT II	1	11	52	22.8	17.3	11	52
BSN	4202	HEALTH MANAGEMENT II	1	11	61	25.8	20.3	11	61
BSN	4203	HEALTH MANAGEMENT II	1	11	65	27.2	21.7	11	65
BSN	4204	HEALTH MANAGEMENT II	2	5	67	27.3	22.3	10	134
BSN	4601	RESEARCH IN NSG PRAC	1	12	176	64.7	58.7	12	176
BSN	4602	RESEARCH IN NSG PRAC	1	11	166	60.8	55.3	11	166
BSN	4603	RESEARCH IN NSG PRAC	1	10	149	54.7	49.7	10	149
BSN	4801	LEADERSHIP IN NSG PRAC	1	15	139	53.8	46.3	15	139
BSN	4802	LEADERSHIP IN NSG PRAC	2	15	140	61.7	46.7	30	280
BSN	4901	MGMT IN NSG PRAC	1	12	101	39.7	33.7	12	101
BSN	4902	MGMT IN NSG PRAC	2	12	107	47.7	35.7	24	214
BSN	494S	INDEPENDENT STUDY	1	1	2	1.2	.7	1	2
BSN	494S	INDEPENDENT STUDY	2	2	0	2.0	0.0	4	0
BSN	495	SPECIAL TOPICS	1	4	24	10.0	8.0	4	24
		BSN TOTALS	57	717	8388	3184.0	2796.0	776	8973

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of February 1990, the Commissioners representing the general public are:

Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Henry Der, San Francisco;
Seymour M. Farber, M.D., San Francisco;
Rosalind K. Goddard, Los Angeles;
Helen Z. Hansen, Long Beach;
Lowell J. Paige, El Macero; *Vice Chair;*
Cruz Reynoso, Los Angeles; *Chair;* and
Stephen P. Teale, M.D., Modesto.

Representatives of the segments are:

Meredith J. Khachigian, San Clemente; appointed by the Regents of the University of California;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions;

Joseph D. Carrabino, Orange; appointed by the California State Board of Education; and

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

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FUNDING FOR THE CALIFORNIA STATE UNIVERSITY'S STATEWIDE NURSING PROGRAM

California Postsecondary Education Commission Report 89-28

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

89-13 The State's Reliance on Non-Governmental Accreditation: A Report to the Legislature in Response to Assembly Concurrent Resolution 78 (Resolution Chapter 22, 1988) (3/89; reprinted in Report 89-21)

89-14 Analysis of the Governor's Proposed 1989-90 Budget: A Staff Report to the California Postsecondary Education Commission (March 1989)

89-15 Planning Our Future: A Staff Background Paper on Long-Range Enrollment and Facilities Planning in California Public Higher Education (April 1989)

89-16 Standardized Tests Used for Higher Education Admission and Placement in California During 1988: The Fourth in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (April 1989)

89-17 Protecting the Integrity of California Degrees: The Role of California's Private Postsecondary Education Act of 1977 in Educational Quality Control (April 1989)

89-18 Recommendations for Revising the Private Postsecondary Education Act of 1977: A Report to the Legislature and Governor on Needed Improvements in State Oversight of Privately Supported Postsecondary Education (April 1989)

89-19 Mandatory Statewide Student Fees in California's Public Four-Year Colleges and Universities: Report of the Sunset Review Committee on Statewide Student Fee Policy Under Senate Bill 195 (1985), published for the Committee by the California Postsecondary Education Commission (April 1989)

89-20 State Policy Guidelines for Adjusting Nonresident Tuition at California's Public Colleges and Universities: Report of the Advisory Committee on Nonresident Tuition Policies Under Senate Concurrent Resolution 69, published for the Committee by the California Postsecondary Education Commission (June 1989)

89-21 State Oversight of Postsecondary Education: Three Reports on California's Licensure of Private Institutions and Reliance on Non-Governmental Accreditation [A reprint of Reports 89-13, 89-17, and 89-18] (June 1989)

89-22 Revisions to the Commission's Faculty Salary Methodology for the California State University (June 1989)

89-23 Update of Community College Transfer Student Statistics, 1988-89: The University of California, The California State University, and California's Independent Colleges and Universities (August 1989)

89-24 California College-Going Rates, Fall 1988 Update: The Twelfth in a Series of Reports on New Freshman Enrollments at California's Colleges and Universities by Recent Graduates of California High Schools (September 1989)

89-25 Overseeing the Heart of the Enterprise: The Commission's Thirteenth Annual Report on Program Projection, Approval, and Review Activities, 1987-88 (September 1989)

89-26 Supplemental Report on Academic Salaries, 1988-89: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation (September 1989)

89-27 Technology and the Future of Education: Directions for Progress. A Report of the California Postsecondary Education Commission's Policy Task Force on Educational Technology (September 1989)

89-28 Funding for the California State University's Statewide Nursing Program: A Report to the Legislature in Response to Supplemental Language to the 1988-89 Budget Act (10/89)

89-29 First Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: One of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (10/89)

89-30 Evaluation of the Junior MESA Program: A Report to the Legislature in Response to Assembly Bill 610 (Hughes) of 1985 (10/89)

89-31 Legislation Affecting Higher Education During the First Year of the 1989-90 Session: A Staff Report of the California Postsecondary Education Commission (10/89)

Funding for the California State University's Statewide Nursing Program

Report 89-28